DOCUMENT RESUME

ED 051 315 UD 011 490

AUTHOR	Jayatilleke, Raja
TITLE	Human Relations in the Classroom: An Annotated Bibliography. ERIC-IRCD Urban Disadvantaged Series, Number 22.
INSTITUTION	Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 71
CONTRACT	OEC-0-9-420088-2327(519)
NOTE	65p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Activism, African American Studies, Changing Attitudes, *Classroom Environment, Cultural Differences, Curriculum Development, Ethnic Studies, *Human Relations, Identification (Psychological), Institutes (Training Programs), Intergroup Relations, Negro Attitudes, *Race Relations, Racial Attitudes, Self Concept, *Student Attitudes, *Teacher Attitudes, Teacher Behavior, Teacher Education

ABSTRACT

This bibliography on human relations in the classroom contains references to published books, documents, journal articles, and unpublished documents which are in the ERIC system, or are in process. The books, documents, and journal articles cited deal with such issues as: race relations, racial attitudes, racial recognition, self-concept, psychological identification, social influences, cultural differences, cross cultural training, ethnic studies, Afro-American studies, curriculum development, classroom environment, human relations, intergroup relations, interpersonal relationships, student-teacher relationships, changing attitudes, teacher behavior, teacher attitudes, student attitudes, Negro attitudes, teacher education, teacher training institutes, activism, and violence. Citations for documents are followed by an abstract edited to suit the purposes of the bibliography; journal article citations are accompanied by subject headings which help clarify the titles and contents of the articles, and in many instances by brief annotations. Document citations cover the period November 1966 through March 1971; journal articles, January 1969 through April 1971. (RJ)

ED051315

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ERIC-IRCD URBAN DISADVANTAGED SERIES

Number 22, June 1971

HUMAN RELATIONS IN THE CLASSROOM
AN ANNOTATED BIBLIOGRAPHY

Raja Jayatilleke

Research Assistant

ERIC INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED

Horace Mann-Lincoln Institute · Teachers College · Columbia University · New York, N.Y. 10027

UD011490

This bibliography is one in the ERIC/IRCD Urban Disadvantaged Series produced by the ERIC Information Retrieval Center on the Disadvantaged under Contract OEC-0-9-420088-2327(519) between the U.S. Office of Education and Teachers College, Columbia University. It has been assigned the ERIC/IRCD accession number UD 011 490, and is available without cost from ERIC/IRCD during the period immediately following publication; thereafter, it can be obtained from:

ERIC Document Reproduction Service (EDRS)
Leasco Information Products, Inc. (LIPCO)
P. O. Drawer O
Bethesda, Maryland 20014

In ordering from EDRS, use the document's assigned ED number. The bibliography will be abstracted in a monthly issue and announced in the semi-annual and annual indexes of Research in Education (RIE). Its ED ordering number will be listed in these indexes or can be obtained by writing to ERIC/IRCD.

This bibliography was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

June 1971

Table of Contents

Introduction	iii
Availability Statement	iv
Index	v
Bibliography	1

Introduction

This bibliography on human relations in the classroom contains references to published books, documents, journal articles, and unpublished documents which are in the ERIC system, or are in process. Most relate to items announced in Research in Education (RIE) from November 1966 through March 1971; they are accompanied by ED numbers following the citations (for availability, see Availability Statement on page iv). Citations without ED numbers refer to those items still in process which will be announced in forthcoming issues of RIE.

Journal articles cited in this listing cover the period January 1969 through April 1971; they are not available from the ERIC system, but may be read in local public libraries, or the nearest college or university library.

Citations of items in the ERIC system or in process are followed by an abstract edited to suit the purposes of this bibliography. Journal article citations are accompanied by subject headings which help clarify the titles and contents of the articles, and in some cases by brief annotations.

The books, documents, and journal articles cited in the bibliography deal with such issues as: race relations, racial attitudes, racial recognition, self-concept, psychological identification, social influences, cultural differences, cross cultural training, ethnic studies, Afro-American studies, curriculum development, classroom environment, human relations, intergroup relations, interpersonal relationships, student-teacher relationships, changing attitudes, teacher behavior, teacher attitudes, student attitudes, Negro attitudes, teacher education, teacher training institutes, activism, and violence.

The index to this bibliography is based on a grouping of subject headings arranged to help researchers, practitioners, students, and interested others locate and familiarize themselves with the variety and scope of the body of literature available through the ERIC system in the area of human relations in the classroom. Terms such as racism, race relations, racial attitudes, and racial recognition have been omitted from the index since practically every document or article listed incorporates these concepts.

Availability Statement

Unless otherwise noted, documents cited in this bibliography which are accompanied by "ED" numbers are available from:

ERIC Document Reproduction Service (EDRS)
Leasco Information Products, Inc.
P. O. Drawer O
Bethesda, Maryland 20014

When ordering from EDRS, orders must be in writing, stating the ED number; orders under $10.00 must be accompanied by payment. Both microfiche (MF) and hard copy (HC)prices are quoted following the citations. Microfiche is a 4 x 6 inch sheet of film; hard copy is a paper photo copy or facsimile of the original document.

Journal articles cited are not available from the ERIC system.

Index *

Activism

7, 11, 15, 16, 25, 41, 42, 44, 56, 61, 86, 92, 102, 107, 117, 120, 153, 156, 159.

African American Studies

5, 30, 31, 45, 49, 75, 101, 119, 122, 123.

Changing Attitudes

19, 70, 85, 110, 122, 133, 136, 139, 148, 149.

Classroom Environment

4, 24, 28, 63, 78, 110, 147.

Colleges and Universities

11, 16, 17, 32, 44, 60, 61, 62, 92, 96, 97, 111, 117, 119, 120, 129, 159, 161.

Cross Cultural Training

1, 2, 19, 22, 47, 52, 65, 138.

Cultural Differences

26, 28, 56, 62, 68, 82, 90, 138, 140, 162.

Curriculum Development

1, 2, 13, 27, 33, 47, 50, 51, 52, 88, 89, 101, 108, 111, 116, 118, 145, 150, 151, 152, 161.

Elementary Schools

8, 39, 45, 49, 50, 51, 57, 76, 79, 80, 81, 90, 106, 108, 114, 116, 123, 124, 139, 145, 150, 151, 152.

High Schools

7, 8, 9, 15, 18, 25, 40, 41, 48, 63, 64, 66, 82, 87, 94, 98, 99, 102, 103, 115, 121, 125, 131, 135, 141, 142, 144, 150, 151, 152.

---

*By citation number

Human Relations

27, 37, 54, 64, 65, 70, 84, 89, 99, 100, 115, 126, 154, 160.

Interpersonal Relationships

9, 36, 37, 55, 99, 107, 111, 118, 143, 162, 163.

Negro Attitudes

8, 35, 41, 92, 93, 101, 113, 124, 140, 148, 153, 156, 157, 159.

Preschool Children

10, 20, 112.

Self-Concept

12, 24, 30, 34, 47, 50, 62, 64, 69, 71, 77, 82, 103, 110, 112, 113, 114, 123, 125, 134, 135, 138, 141.

Social Influences

9, 12, 18, 19, 21, 35, 59, 61, 69, 83, 93, 129, 135, 139, 144, 148, 163.

Student Attitudes

5, 7, 10, 12, 17, 26, 29, 36, 38, 40, 45, 46, 69, 78, 86, 87, 94, 97, 98, 103, 122, 127, 129, 130, 132, 136, 144, 159, 163.

Student Teacher Relationships

4, 39, 65, 67, 74, 105, 137, 143, 163.

Teacher Attitudes

4, 6, 10, 14, 21, 22, 28, 32, 39, 43, 55, 57, 63, 65, 66, 67, 68, 72, 74, 75, 77, 85, 90, 100, 104, 105, 131, 132, 133, 135, 137, 140, 143, 146, 147, 149, 155, 161, 162, 163.

Teacher Education and Institutes

12, 13, 21, 29, 33, 34, 35, 36, 37, 43, 45, 52, 54, 55, 57, 58, 66, 67, 70, 72, 73, 84, 85, 89, 100, 104, 105, 106, 115, 118, 126, 131, 133, 137, 142, 146, 147, 149, 150, 152, 153, 154, 158.

1. Alexander, Jean. Black Literature for the "Culturally Deprived" Curriculum. English Journal, 59(9): 1229-33, December 1970.

   Negro Literature, Curriculum Development, Cross Cultural Training, English Curriculum.

2. Alexander, Jean A. Black Literature for the "Culturally Deprived" Curriculum: Who Are the Losers? Negro American Literature Forum, 4(3): 96-103, Fall 1970.

   Negro Literature, Curriculum Development, Cross Cultural Training, English Curriculum.

3. American Friends Service Committee, Washington, D.C. The Status of School Desegregation in the South, 1970. A Report. 1970. 122p. (MF-$0.65; HC-$6.58).

   This report examined numerous desegregation plans accepted by the Federal government; monitors were sent to over 400 desegregating school districts. The investigators found that: (1) the government's figures on desegregated systems are misleading because individual schools often remain segregated; (2) often the burden has been placed on black schools and parents; (3) within "desegregated" schools, widespread segregation in classrooms and buses and relating to many of the extra-curricular activities still persists; (4) black teachers and staff have been dismissed or demoted; and, (5) the Health, Education and Welfare and the Justice Departments have accepted some desegregation plans which result in resegregation. Underlying these problems is the mistaken belief that desegregation is simply the mixing of black and white students and no more; little attention is considered to have been paid to the way in which student assignment has been effected, or to what happens to black students and faculty in such situations. The report itself is divided into discussion of school desegregation plans, in-school discrimination, and racial discrimination against black teachers and administrators. In particular, the investigation of the loss of black identity, black student reaction, and the assignment of teachers are dealt with.

4. Anderson, James G., And Others. Mexican-American Students in a Metropolitan Context: Factors Affecting the Socio-Emotional Climate of the Classroom. University Park, N.M., New Mexico State University, 1969. 104p. ED 030 521. (MF-$0.65; HC-$6.58).

The study was undertaken to systematically explore some of the social mechanisms within classrooms that mediate educational effects of schools for Mexican Americans in a metropolitan context. Seventy-two teachers from 9 schools in 3 distinct ecological areas in El Paso, Texas, were asked to complete a questionnaire and the Minnesota Teacher Attitude Inventory in order to learn about their academic backgrounds, experience, instructional practices, and attitudes toward special programs for Mexican American students. The instructional process was analyzed by observing and recording classroom behavior. All of the classrooms studied were found to be highly teacher-dominated with little student-initiated discussion. However, differences in teachers' attitudes and classroom approaches were apparent at all grade levels and in all 3 areas. These included affective relations with students, directness in the classroom, and amount of empathy for Spanish-speaking students. The findings indicated that the 2 factors which profoundly affected teacher-student relationships in classrooms were the professional training of the teacher and the peculiar characteristics of the school's student body. Tables and figures are included.

5. Banks, Henry A. Black Consciousness: A Student Survey. Black Scholar, 2 (1): 44-51, September 1970.

   Student Attitudes, Negro Students, Racial Attitudes, African American Studies.

6. Bayne, Stephen L. and Bayne, Judith E. Motivating Navaho Children. Teachers'Views of the Problems and Recommendations for Improvement. Journal of American Indian Education, 8(2): 1-10, January 1969.

   American Indians, Motivation, Educational Improvement, Teacher Attitudes.

7. Billings, Charles E. Black Activists and the Schools. High School Journal, 54(2): 96-107, November 1970.

   Black Power, Activism, Student Attitudes, Negro Attitudes, High School Students.

8. Blakely, Karen B. and Sommerville, Addison W. An Investigation of the Preference for Racial Identification Terms Among Negro and Caucasian Children. Journal of Negro Education, 39(4): 314-319, Fall 1970.

Four hundred children, grades 1-12, participated in this study in May, 1968. All schools involved served a mixed low-middle and middle class socioeconomic area in Sacramento, California.

9. Blouch, Dick. Opening and Closing Experiences of Blacks and Whites. Positive Human Experience Theory and Research IV: The Disadvantaged. 1970. 11p. ED 040 248. (MF-$0.65; HC-$3.29).

This study found that black subjects reported less opening experiences and more closing experiences than the white subjects. Also, black subjects reported less neutral experience than were reported by white subjects. The opening experience was defined as "one in which the individual manifested an increased responsiveness or reaching out to and for ideas or persons." Closing experiences were described as those interpersonal encounters which resulted in a retreat "from ideas, persons and knowledge of self," while persons reporting a neutral experience showed no evidence of either opening or closing. Responses to an open-ended questionnaire were obtained from 205 eighth-grade students in four public schools of a north-central Florida county. One hundred and thirty-five white and 50 black students reported an interpersonal experience which occurred when the subject was between five and 12 years old and an interpersonal experience which occurred within the two weeks preceding the date of the administration of the questionnaire.

10. Boger, Robert F. Head Start Teachers' Ethnic Group Membership and Attitude Toward Child Behavior, Some Relationships. 1967. 28p. ED 011 884. (MF-$0.65; HC-$3.29).

To determine if experienced teachers of the disadvantaged with similar socioeconomic backgrounds but of various ethnic origins would differ in (1) attitudes and sensitivities toward child behavior and (2) levels of optimism about working with Headstart teachers, the Minnesota Teacher Headstart teachers were studied. The Minnesota Teacher Attitude Inventory and two experimental scales, one dealing with attitudes towards specific child behaviors, the other with possible causes of that behavior, were administered to the teachers who were Mexican-American, Anglo, and Negro. Findings were--(1) Negro and Mexican-American teachers entered the program with more eagerness and empathy; (2) Negroes and Mexican-Americans were more optimistic about obtaining positive results; (3) Anglo teachers appeared less dominative and authoritarian than did Mexican-American and Negro teachers in their attitudes toward child behavior (however, these differences, particularly between Negro and Anglo teachers, tended to decrease with teaching experience); and, (4) Negro teachers viewed child behavior as being less environmentally and more biogenically determined than did Mexican-Americans, who, in turn, were more disposed to these views than were Anglo teachers.

11. Cahn, Meyer M. The 1968-1969 San Francisco State College Crisis: A Minority Report. Phi Delta Kappan, 51(1): 21-25, September 1969.

Activism, College Administration, Strikes, College Students, San Francisco State College.

12. Caliguri, Joseph P., And Others. Black Power Attitudes Among Students in a Black Junior High School. Kansas City, Mo., University of Missouri Center for the Study of the Metropolitan Problems in Education, 1970. 32p. ED 045 773 (MF-$0.65; HC-$3.29).

The intent of this study is to determine what the concept "Black Power" means to black junior high school students, and to learn about the way in which such attitudes are being formed. A questionnaire was developed and pilot-tested with black students in Kansas City, Missouri. After pilot-testing indicated that most students of that age could understand and respond to the eight items on "Black Power," a number of questions and items designed to obtain background information on respondents as well as information on social attitudes and self-concept were added. The final questionnaire was administered to 149 seventh and eighth grade students. The findings concerning social class and sex differences in attitudes toward "Black Power" and related matters indicate that background variables do have some important effects on these attitudes. In addition, only a very small percentage of the students questioned attach a specific meaning to "Black Power," or define it in a manner which indicates inclusion of politics or economics. It is suggested that discussion and study of black power might be profitable in junior high and secondary schools.

13. Carson, Frankie M. Proposal for a Program of Staff Development Designed to Implement Positive Multi-Cultural Program Offerings in an Integrated School System with Emphasis on a New Social Studies Concept. Final Report. Morgantown, N.C., Burke County Board of Education, 1969. 20p. ED 045 738 (MF-$0.65; HC-$3.29).

This proposal suggests staff programs for implementing better cultural and racial relations in an integrated school system in Burke County, North Carolina. Specifically, new instructional challenges for interracial classrooms, such as inclusion of black history and culture, are studied. Also, ways to involve staff in new understanding and skills are considered. Methods actually used include an orientation workshop for teachers, group meetings, in-service training programs,

and visitations. Some of the frustration and anxieties of staff were relieved after group meetings and workshops on black history were conducted. Throughout, there were indications of attempts to enrich the program with multi-ethnic materials. The awareness of the need to improve the instructional program and the willingness on the part of the administration, teachers, and students to accept the challenge and responsibility was considered an achievement.

14. Carter, Thomas P., And Others. Value Systems of Teachers and Their Perception of Self, and of Mexican American, Negro, and Anglo Children. Symposium on Applications of Psychological Principles to the Classroom. 1969. 8p. ED 037 507 (MF-$0.65; HC-$3.29).

The results of Osgood's Semantic Differential Scale, administered to 81 teachers, revealed that teachers saw themselves as "fair, alert, active, good" and, above all, "clean." The fact that these teachers were inclined to see Mexican-American, black, and Caucasian students in much the same light (making only minor discriminations between ethnic groups) is interpreted as evidence of the tendency of teachers to project middle-class values onto their perceptions of students. This perception of children, in a similar pleasant and desirable image, but, significantly, not quite as desirable or pleasant, suggests that the teacher wants and needs the children to become as he or she would like to be, i.e., middle-class.

15. Cass,James. Black High School Militants. Saturday Review, p.89, February 15, 1969.

High School Students, Negro Students, Activism.

16. Cass, James. Can the University Survive the Black Challenge? (From the monthly Saturday Review supplement, "Education in America," sponsored by the Charles F. Kettering Foundation.) Saturday Review, 52(25): 68-71, 83-84, June 21, 1969.

Universities, Negro Education, Negro Students, Activism.

17. Centra, John A. Black Students at Predominantly White Colleges: A Research Description. Berkeley, Calif., and Princeton, N.J., Educational Testing Service, 1970. 23p. ED 042 420 (MF-$0.65; HC-$3.29).

The purpose of this report was to determine how background characteristics, activities, goals, and perceptions of black students at predominantly white colleges differed from those of their counterparts. Findings were used from several sources, especially the "Questionnaire on Student and College Characteristics" (QSCC), as

a basis for identifying the similarities and differences of a sample group of 249 black students at 83 traditionally white institutions and a matched group of white students, and they were related to other research evidence. Findings indicated that there were more similarities than would have been predictable. Black and white students were involved equally in over half of 25 extracurricular activities; they rated 8 possible goals in attending college similarly, with slightly fewer than half of both groups ranking the intellectual-academic goal first; and both groups perceived the general features of the college environment in the same way, though the "racial" environment was viewed quite differently. Black and white students differed in background characteristics; black students came from lower SES backgrounds and consequently had to rely on scholarship or part-time work as sources of financial support. A higher proportion of black students (82% vs. 74% of the white students) planned to attend graduate or professional school.

18. Chadwick, Bruce A., And Others. Correlates of Attitudes Favorable to Racial Discrimination Among High School Students. Pullman, Wash., Washington State University, 1970. 31p. ED 044 476 (MF-$0.65; HC-Not Available from EDRS).

The behavior-specific attitude "tendency to discriminate" is distinguished from the general tendency toward negative stereotyping (prejudice). Thirteen independent variables are evaluated as predictors of this tendency. Subjects were students in a racially integrated high school in the Pacific Northwest. Among white students, the most significant correlates of anti-black discriminatory attitudes are prejudice, parental social pressures, acceptance of political separatism, equal-status competition, and fear of future competition. Correlates of black students' tendencies to discriminate against whites are: parental pressures, perceived institutional discrimination, assaultiveness, authoritarianism, and equal-status contact. There are indications that as the white student progresses through school the importance of peer pressures as predictors of discriminatory attitudes are enhanced while the role of fear of future competition declines.

19. Colman, Andrew M. and Lambley, Peter. Authoritarianism and Race Attitudes in South Africa. Journal of Social Psychology, 8(2): 161-164, December 1970.

Racial Attitudes, Discriminatory Attitudes (Social), Cross Cultural Studies, Attitude Tests, Changing Attitudes.

20. Crooks, Roland C. The Effects of an Interracial Preschool Program upon Racial Preference, Knowledge of Racial Differences, and Racial Identification. Journal of Social Issues, 26(4): 137-144, Fall 1970.

Racial preference, knowledge of racial differences, and racial identifications of lower-class Negro and white urban preschoolers were examined. An attempt was also made to determine the effect of an enriched preschool program on these three response measures. Negro as well as white children rejected brown dolls, possibly a result of parental behavior during early socialization.

21. Cullen, Robert J. and Auria, Carl. The Relationship Between Ethnic Prejudice and Student Teaching Behavior. 1969. 20p. ED 028 122 (MF-$0.65; HC-$3.29).

A study was designed to determine (1) differences in ethnic prejudice between 43 student teachers in early childhood education, 124 in elementary, and 195 in secondary; (2) how prejudice toward Negroes differs from that toward other ethnic groups; and, (3) the relationship of ethnic prejudice to various student teaching behavior characteristics. Student teachers were given Bogardus' Ethnic Distance Scale and Hinckley's Attitude Toward the Negro Scale to measure prejudice and a semantic differential scale to assess eight characteristics of teaching (such as rigidity and conformity) hypothesized to be related to prejudice. Content analyses of supervisor reports provided information about each student's behavior with regard to 22 characteristics (e.g., enthusiasm, self-confidence, adaptability). Analysis of variance, t test, and correlational procedures were used to derive the findings. No significant differences were found between the three groups. Prejudice toward Negroes was found to be greater than toward other ethnic groups. Correlations indicated that students rated high on presentation-communication, enthusiasm, professional attitude, and sense of humor evidenced less prejudice than those rated low; those who had difficulty assuming responsibility and accepting constructive criticism evidenced significantly more prejudice than those who would assume responsibility and accept constructive criticism.

22. Daniel, Jack. The Poor: Aliens in an Affluent Society: Cross Cultural Communication. Todays Speech, 18(1): 15-21, Winter 1970.

Communication Problems, Cross Cultural Studies, Poverty Research, Teacher Attitudes, Cultural Awareness.

23. Denmark, Florence L., And Others. Communication Patterns in Integrated Classrooms and Pre-Integration Subject Variables as They Affect the Academic Achievement and Self-Concept of Previously Segregated Children. 1967. 55p. ED 016 721. (MF-$0.65; HC-$3.29).

A research project was conducted to determine the effects of one year of school integration on 87 lower-class Negro elementary school students in a suburban New York community. It was hypothesized that the initial level of students' concept formation, cognitive style (field independence), self-concept, and interracial classroom interaction would relate positively to their academic achievement and self-concept after integration. It was also predicted that after integration grade level and academic achievement would be inversely related. Changes before and after integration were measured by a verbal ability test, teacher ratings, and a self-concept test. The number of white friendship choices by Negro students was used to assess pupil interaction in the integrated classroom. It was found that although the pre-integration variables of concept formation, cognitive style, and self-concept did relate to verbal ability scores, their predictive potential varied with grade and sex. Teacher ratings were inversely related to students' self-concept and unrelated to measures of cognitive style and verbal ability. Also, the teachers rated the students lower in verbal skills after integration than they had before, despite students in grades 3 to 5 performing much closer to the white mean following integration. Negro friendship choices showed that interracial classroom interaction was positively related to academic achievement, but was inversely related to self-concept, possibly because Negro students used interracial interaction to encourage a lower self-image.

24. Denmark, Florence L. The Effect of Integration on Academic Achievement and Self-Concept. Integrated Education, 8(3): 34-41, May-June 1970.

Minority-Group Children, Self-Concept, Classroom Communication, Integration Effects, Academic Achievement.

25. Dodson, Dan W., And Others. High School Racial Confrontation, A Study of the White Plains, New York, Student Boycott. Student Unrest and Changing Student-Staff Relationships in the White Plains Public Schools, September, 1967 to December, 1968. Washington, D.C., Institute for Service to Education, and St. Louis, Mo., Danforth Foundation, 1969. 70p. ED 029 359 (MF-$0.65; HC-$3.29).

This study includes a chronology of the White Plains incident, a report of the community background, discussion of various hypotheses concerning the reasons for the incident (social class factors, youths testing new roles, and breakdown of authority), facts about the school, discussion of the idealogical influences, an analysis of how the class boycott was handled, and a description of innovations resulting from the incident. Recommendations call for (1) making greater effort to have the curriculum represent all ethnic groups, (2) hiring more Negro staff,(3) approaching student government in new ways, (4) guarding against becoming rigid and formal in dealing with school tensions, (5) seeking more involvement of pupils and community in discipline, and (6) reexamining grouping practices.

26. Dozier, Edward P. The Teacher and the Indian Student. Freedomways, 9(4): 328-333, Fall 1969.

American Indians, Disadvantaged Youth, Cultural Differences, Student Attitudes, Teacher Education.

27. Dumas, Wayne and Lucas, Christopher. Teaching About the Negro's Struggle for Social Equality in Integrated Classrooms. Social Studies, 61(1): 29-34, January 1970.

Human Relations Units, Race Relations, Social Studies, Civil Rights; authors list commonly held beliefs influencing the current crisis in race relations and offer suggestions on teaching about them. 32-item bibliography of resource materials.

28. Dumont,Robert V. Cherokee Children and the Teacher. Social Education, 33(1): 70-72, January 1969.

Cultural Differences, Effective Teaching, American Indians, Teacher Characteristics, Classroom Communication.

29. Dunn, Charleta J. An Analysis of the Personal Characteristics of Deprived Youth in a School Desegregation Institute. Journal of Negro Education, 39(4): 289-295, Fall 1970.

Institutes (Training Programs), Disadvantaged Youth, School Attitudes, Student Attitudes; two hundred children from the economically deprived areas of the Third, Fourth, and Fifth Wards and near the North Side and Bottoms Public Housing Units of Houston participated in this study.

30. Durrett, Mary Ellen, and Davy, Achsah J. Racial Awareness in Young Mexican-American, Negro and Anglo Children. Young Children, 26 (1): 16-24, October 1970.

Racial Recognition, Self-Concept, Racial Attitudes, Ethnic Studies.

31. Edwards, Harry. Black Students. 1970. 234p. ED 047 065 (Available from Free Press, Macmillan Co., 866 Third Ave., New York, N.Y. 10022. $2.45).

The black student revolt did not start with the highly publicized activities of the black students at San Francisco State College. The roots of the revolt lie deeply imbedded within the history and structure of the overall black liberation struggle in America. The beginnings of this revolt can be found in the students of Southern Negro colleges in the late 1950's and early 1960's. The central task of this book is to present the historical development of the black student movement: the factors underlying the emergence and waning of its various phases; the characteristics and philosophies of the movement's present participants; and, its possible future directions. Also discussed are: the estrangement of liberal white "allies" from the black student movement and the potential for future black-white coalitions; the relationships between black students and American colleges and universities; institutionalized racism in American education; and, the feasibility and legitimacy of developing functional and distinguishable black curricula throughout all levels of the American educational system. Discussion of the confrontation at Cornell between black students and the faculty and an appendix on black studies programs are also included.

32. Erb, David L. Attitudes of White College Education Seniors Toward Blacks. 1970. 17p. ED 040 239 (MF-$0.65; HC-$3.29).

This study attempted to assess the racial attitudes of white college education seniors and to study the relationship between racial prejudice and the following predictor variables: personal contact, change orientation, religiosity, and efficacy. Three research instruments were used to assess racial attitudes and predictor variables: The Attitude Behavior Scale: White/Negro (developed by Jordan and Hamersma) to measure racial attitudes; the Personal Characteristics scale to identify teachers' attitudes toward habits, appearance, and interpersonal characteristics of blacks; the Education Content scale to assess attitudes of future teachers toward the abilities, motives, aspirations, and behaviors of black students. Data showed

that contact, change orientation, and efficacy were significantly related to racial attitudes. A correlation between religiosity and prejudice was not supported by the data. Tables illustrating test data are included.

33. Evanston School District 65, Evanston, Ill. Black Power and Its Effect on Racial Interaction: Resource Manual. An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues; School Year 1968-1969. 1968. 65p. ED 036 568 (MF-$0.65; HC-$3.29).

This report describes a Summer Integration Institute conducted by the Evanston, Illinois Board of Education to prepare teachers and administrators for school integration. The focus of the 1967 session was understanding factors of quality integrated education, and in 1968 understanding crucial issues in integration. The participants of these sessions developed a series of resource manuals, film shorts and Unipacs (self-instructional materials for the student, K-8). In this report, a copy of the "Black Power and Its Effect on Racial Interaction" resource manual is included.

34. Evanston School District 65, Evanston, Ill. The Black Self-Concept: Resource Manual. An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues; School Year 1968-1969. 1968. 66p. ED 036 572 (MF-$0.65; HC-$3.29).

The product of two summer institutes to prepare teachers and administrators for school integration, this report contains a resource manual on "The Black Self-Concept." For full abstract of institute proceedings, see citation above.

35. Evanston School District 65, Evanston, Ill. Common Prejudices of Negroes and Whites: Resource Manual. An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues; School Year 1968-1969. 1968. 65p. ED 036 569 (MF-$0.65; HC-$3.29).

The product of two summer institutes to prepare teachers and administrators for school integration, this report contains a resource manual on "Common Prejudices of Negroes and Whites." For full abstract of institute proceedings, see citation above.

36. Evanston School District 65, Evanston, Ill. Interpersonal Relations Among Students: Resource Manual. An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues; School Year 1968-1969. 1968. 40p. ED 036 571 (MF-$0.65; HC-$3.29).

The product of two summer institutes to prepare teachers and administrators for school integration, this report contains a resource manual on "Interpersonal Relationships Among Students." For full abstract of institute proceedings, see citation above.

37. Evanston School District 65, Evanston, Ill. Sensitivity to Inter-Personal Relationships: Resource Manual. An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues; School Year 1968-1969. 1968. 94p. ED 041 090 (MF-$0.65; HC-$3.29).

This report describes a Summer Integration Institute conducted by the Evanston, Illinois Board of Education to prepare teachers and administrators for school integration. The focus of the 1967 session was understanding factors of quality integrated education, and in 1968 understanding crucial issues in integration. The participants of these sessions developed a series of resource manuals, film shorts, and Unipacs (self-instruction material for the student, K-8). In this report, a copy of the "Sensitivity to Interpersonal Relationships" resource manual is included.

38. Fancher, Betsy. Voices from the South: Black Stude[illegible] Talk About Their Experiences in Desegregated Schools. Special [illegible]eport. Atlanta, Ga., Southern Regional Council, 1970. 51p. ED 042 841 (MF-$0.65; HC-$3.29).

The Southern Regional Council interviewed students in four widely diverse Southern communities, in July of 1970, about their experiences in desegregated schools. The survey objective was to find answers to such urgent questions posed by integration as: whether the students were just a bitter vocal minority, or whether they represented a new wave of militancy born of the disillusionment of black students with the great experiment of integration. Students' opinions quoted at great length related to the situations in Mobile (Alabama), Charlotte (North Carolina), and Greenville and Beaufort (South Carolina), and ranged from bitter negativism of attitude to that of cautious optimism. Findings reported are contended to indicate: that there did not seem to be a mass embracing of separatism, but

that many were being edged in that direction by factors such as humiliating experiences in desegregated classrooms; that the unkept rich promises of integration were making students lose all faith in the American system; and, that as a result, the very educational structure was being threatened not only by racism but by archaic attitudes, teaching methods, and approaches to learning. It is held that youth will have its say, and that failure to listen could be a tragic, even fatal mistake.

39. Faunce, R.W. Teacher Attitudes Toward Culturally Disadvantaged Children. Minneapolis, Minn., Minneapolis Public Schools, 1968. 9p. ED 039 288 (MF-$0.65; HC-$3.29).

In March, 1965, seven hundred and seventy seven (i.e. almost two-thirds of the total) Minneapolis elementary school teachers completed a questionnaire expressing agreement or disagreement with each of 186 statements about disadvantaged children. The modal respondent was white, female, married, from the Midwest, of middle-class origins, of average age 40, recipient of a B.A. or B.S. degree, and with little or no experience with disadvantaged children. Samples of 200 teachers considered effective with low-income children and 100 considered ineffective were selected. An analysis of responses suggests that the effective teacher, in contrast to the ineffective teacher, accepts the physical deprivation of the disadvantaged, recognizes racial and social discrimination, does not stereotype disadvantaged children, finds teaching the disadvantaged pleasant, accepts the liabilities of disadvantagement non-punitively, and accepts the existence of minority subcultures. Few background variables were related to these attitudes, and those relationships were slight. Most teachers indicate desire for improved training in teaching disadvantaged children.

40. Fiddmont, Norman and Levine, Daniel U. Attitudes Concerning Civil Rights and Related Matters Held by Black Students in a Big City. Urban Education, 4(2): 125-155, July 1969.

Negro Students, Student Attitudes, High School Students, Race Relations, Racial Attitudes.

41. Fiddmont, Norman and Levine, Daniel U. The Attitudes of Negro High School Students in Kansas City, Missouri: A Preliminary Report. [1968]. 54p. ED 036 601 (MF-$0.65; HC-$3.29).

This report evaluates a questionnaire designed to assess attitudes in the following areas: value placed on education and its importance for one's future; interracial relationships, the Black Power movement, and violence; interest and participation in the civil rights movement; and, conditions in local neighborhoods and communities. Although the majority did not condone violence as a means of social protest, the sampling indicated a widespread dissatisfaction, distrust, and bitterness among the high school students. The overriding demand was for a greater share in "opportunities and rewards, rights and privileges."

42. Fitzgerald, Laurine E. and Sherburne, Paul R. (Eds.). Student Protest Groups. Journal of the National Association of Women Deans and Counselors, 32(2): 87-89, Winter 1969.

Activism, Student Organizations, Negro Students, Black Community, Race Relations.

43. Flaxman, Erwin. A Selected Bibliography on Teacher Attitudes. ERIC-IRCD Urban Disadvantaged Series. New York, N.Y., Columbia University, ERIC Clearinghouse on the Urban Disadvantaged, 1969. 23p. ED 027 357 (MF-$0.65; HC=$3.29).

Some of the works in this brief annotated bibliography present the findings of studies identifying the racial and social attitudes of the middle-class urban teacher and indicate how these attitudes may affect student performance; others are reports of inservice teacher education programs conducted to change negative teacher attitudes; and a few are essays by prominent observers who broadly examine the importance of positive teacher attitudes and behavior in the inner-city classrooms. All of the works are available in journals or books or can be obtained from the ERIC Document Reproduction Service.

44. Friedland, William H. and Edwards, Harry. Confrontation at Cornell. Transaction, 6(8): 29-36, 76, June 1969.

Activism, College Students, Negro Students, Racism, Cornell University.

45. Fruth, Marvin J. and Yee, Albert H. Do Black Studies Make a Difference in Elementary School Pupils' Achievement and Attitudes? 1971. 9p. ED 047 044 (MF-$0.65; HC-$3.29).

The purpose of the Integrated Black History Institute was: (1) to educate administrators and teachers; and (2) to develop units of instruction on the black man's contribution to American history. Historians, curriculum experts, media specialists, teachers, principals, and curriculum supervisors participated in the construction of the units. Eight metropolitan areas and 25 classrooms were included in the study. The experimental group, which studied the units, advanced significantly more in content than did the control classes, which did not study the units. The results were similarly significant for each sub-test.Pupils' lower performance on the pre-test was erased by the time of the post-test.

46. Gaither, Gerald, And Others. Ethnic Group Attitudes: A Behavioral Model for the Study of Attitude Intensity. Knoxville, Tenn., Association for Institutional Research, 1969. 24p. ED 029 607 (MF-$0.65; HC-$3.29).

This paper presents the development of an attitude scale from "real life" phenomena based on the actual behavior of the individual, both covert and overt. It assesses the intensity of a given attitude toward or about campus life and suggests an improved method of assessing the reasonable degree of predictability in the linking of attitudes and manifest behavior. The model allows the partitioning of stimuli involved in attitude intensities in such a way that they can be ranked in potency to yield a hierarchy of "volatile" areas deserving administrative attention. At the University of Tennessee, 5 areas of student life were chosen for investigation: classroom conditions, satisfaction with faculty, satisfaction with administrators, total University environment, and present level of morale. Black, white, and international students were selected according to race, sex, class, college and grade point average. The components for assessing the intensity of an attitude were determined by the students' responses during interviews to questions on their significant observations and experiences at the University.

47. Gallegos, Katherine Powers, Ed. Indio and Hispano Child: Improving His Self Image. Los Lunas, N.M., Los Lunas Consolidated Schools, 1969. 87p. ED 044 206 (MF-$0.65; HC-$3.29).

This document consists of social studies units for grades 1 and 4, suggestions for a culturally oriented arts program, biographical sketches of cultural models, and brief historical sketches of communities in the area of Los Lunas, New Mexico. The purpose of the units of

instruction and related materials is to build a better self-image on the part of pupils belonging to minority groups. The social studies unit for grade 1 is a comparative study of family life in 3 cultures: Indian, Mexican or Spanish, and Anglo. The unit stresses that people of different cultures can live and work together appreciating what each has contributed from its heritage. The social studies unit for grade 4 is a comparative study of the role that those 3 cultures have played in the development of New Mexico. This unit attempts to promote attitudes, appreciation, and understanding that will contribute to a blending of the 3 cultures into a plural Southwest culture.

48. Gardner, Burleigh B., And Others. The Effect of Busing Black Ghetto Children into White Suburban Schools. Chicago, Ill., Social Research, Inc., 1970. 17p. (MF-$0.65; HC-$3.29).

Although this program has been under way since 1967, it was decided to try to make attitudinal comparisons between bused and non-bused black students and white classmates and non-classmates to see if there is any reasonable evidence of change. In addition, the performance of students, in terms of grades and achievement tests, is considered. Data for description of students' attitudes were collected by means of a self-administered questionnaire, which included a 20 word-pair semantic differential and a "draw-a-picture" of a person. The report concludes that there is a positive change in the whites' view of blacks; also, the blacks' view of whites is changed in the same direction. Thus, each group improved its image of the other in ways that increase acceptability. Both groups became slightly more interesting to the other. In terms of scholastic performance, there is no significant difference in either grades or performance on tests between the bused or non-bused blacks.

49. Georgeoff, P. John, And Others. The Effect of the Curriculum on Racial Cleavage in Integrated Fourth Grade Classrooms. Contemporary Education, 41 (6): 297-303, May 1970.

Racial Integration, Racial Attitudes, Elementary School Students, African American Studies.

50. Georgeoff, P.J. The Effect of the Curriculum upon the Self-Concept of Children in Racially Integrated Fourth Grade Classrooms. Washington, D.C., American Educational Theatre Association, 1968. 13p. ED 017 020 (MF-$0.65; HC-$3.29).

The objectives of this study were to determine: (1) if the Negro child's self-concept would improve significantly when he learns about his heritage; (2) if the Caucasian child's self-concept would improve significantly by a study of the Negro's heritage and contribution to America; and,(3) if community contacts influence children's self-concepts. All the fourth-grade children attending 26 integrated classes in Gary, Indiana, were divided into ten experimental classes, nine experimental classes with transported students, and seven control classes. The experimental groups studied a unit on American Negro history. Pre- and post-test instruments used were the Piers-Harris self-concept scale and a test of factual knowledge on Negro history and culture. Data on the pre- and post-test results were analyzed for significant differences by means of covariances. The self-concept scale of both Negro and white children in the untransported experimental groups improved significantly. In integrated neighborhoods, raising the self-concept level of one race appears to raise the self-concept level of the other race as well. Implications of the study for curriculum developers are discussed. Study limitations are considered.

51. Georgeoff, Peter John. The Elementary Curriculum as a Factor in Racial Understanding. Final Report. Lafayette, Ind., Purdue University, 1967. 542p. ED 019 392 (MF-$0.65; HC-$19.74).

This extensive two-volume report describes the impact of a curriculum unit on the American Negro which was presented to Negro and white pupils in 19 integrated fourth-grade classrooms in the Gary, Indiana, public schools. The experimental unit was not taught to a control group of seven fourth-grade classes. Since an additional objective of the study was to determine the influence of extended community contacts upon racial cleavages in the classrooom, some of the experimental classrooms contained children transported from different neighborhoods. Children in the control classrooms were all from the same neighborhood. A sociometric rating scale, a test of self-concept, and a test of factual knowledge on the Negro were administered to all pupils before and after the experimental unit was taught. Findings indicate that the study of the Negro had no detrimental effect upon pupil relationships in the interracial classrooms, and that Negro and white children can learn about the Negro without unusual difficulty or emotional involvement. Significant gains in self-concept were made by Negro and white experimental children who had not been transported and had attended neighborhood schools. One Appendix, which constitutes almost all of the second volume of this report, contains case histories of forty children selected for study on the basis of their performance on the tests of factual knowledge and self-concept. Other Appendixes contain measurement instruments and an exhibit of the experimental curriculum unit.

52. Gibson, John S. The Development of Instructional Materials and Teaching Strategies on Race and Culture in American Life. Final Report, Volumes I, II First Part, II Second Part, III. Medford, Mass., Tufts University, Lincoln Filene System for Citizenship and Public Affairs, 1968. 691p. ED 028 225 (MF-$0.65; HC-$23.03).

Section I of this final report presents basic research findings on teaching and learning about intergroup relations at the elementary level, and includes a number of propositions and critiques about intergroup relations education and a series of recommendations. Section II is an actual "Intergroup Relations Curriculum" for elementary grades; it consistsof a discussion of the conceptual framework of the curriculum, teaching tools emphasizing inductive teaching and discovery by students, 20 learning activities, and two extensive units for use at the intermediate level. Section III contains information on teacher education program held at Tufts University, evaluation instruments, dissemination procedures, and projections for the curriculum.

53. Gilbert, Albin R. Evaluation Institute on Interethnic Aspects of Public Education in West Virginia. Buckhannon, W. Va., West Virginia Wesleyan College, 1970. ED 047 024 (MF-$0.65; HC-Not available from EDRS).

This evaluation consisted of two district procedures. The first was intended to evaluate the effectiveness of the program in terms of the change occurring in the participants as perceived by the participants themselves. This was done by a pre- and post-program questionnaire. The second evaluation technique was intended to measure the success of the Institute in terms of the action produced at the back-home level. This was done by asking the participants to plan and reduce to writing, action programs for their local school systems prior to leaving the program. The participants were then called back to evaluate the progress of the action plans. The report concludes that the greatest change occurred in knowledge of procedures, while less change in racial attitudes occurred. However, favorable attitudes towards desegregated education increased. As for the action-plan evaluation, exactly how many actually made headway is not noted.

54. Goldin, Paul C. A Model for Racial Awareness Training of Teachers in Integrated Schools. Integrated Education, 8(1): 62-64, January-February 1970.

Group Experience, Human Relations Programs, Race Relations, School Integration, Teacher Education; group experiences, graded as to threatening content, are briefly described.

55. Gore, S. Joseph, And Others. Orienting Students to Inner-City Teaching. Illinois Journal of Education, 61(5): 25-29, September 1970.

Teacher Orientation, Urban Schools, Teacher Attitudes, Cultural Differences, Interpersonal Competence.

56. Gray, Stan. Schools, Language and the National Liberation Struggle. This Magazine Is About Schools, 4(2): 77-100, Spring 1970.

Culture Conflict, Activism, Political Power, Minority Groups, Language Role; gives an account of the mass protest action of the Liberation Front in Quebec, Canada. Students and others demanded that French be used as the official language in schools, public institutions, and work places.

57. Groff, Patrick J. Dissatisfactions in Teaching the CD Child. 1963. 2p. ED 020 228 (MF-$0.65; HC-$3.29).

According to a survey of 294 elementary school teachers in 16 schools serving disadvantaged pupils, high teacher turnover is prompted by the "peculiarities" of the disadvantaged student, by administrative and organizational deficiencies in the schools, and by the teachers' own shortcomings. To reduce the rate of turnover, four educational improvements are suggested. They include: (1) reduction of class size; (2) reconstruction of curriculum and teaching procedures; (3) administrative support for teachers with discipline problems; and, (4) judicious selection of teachers according to experience, willingness, and lack of prejudice. Also, teacher education colleges should train students to work with disadvantaged pupils.

58. Hale, James M. Teacher Education and School Integration: A Conference Series. Final Project Report, July 1, 1968-June 30, 1969. Atlanta, Ga., Emory University, and Washington, D.C., Institute for Service to Education. 1969. 116p. ED 045 749 (MF-$0.65; HC-Not available from EDRS).

This report includes information on the most recent conferences since May, 1969. These conferences are held to have afforded the opportunity for many people to understand and profit from the mistakes and successes of others. Recommendations include: (1) sensitivity training for teachers; (2) curriculum relevance; and, (3) cooperation among black and white colleges. Many participants believed the conferences to be good learning experiences.

59. Hamersma, Richard J. Construction of an Attitude Behavior Scale of Blacks and Whites Toward Each Using Guttman Facet Design and Analysis. 1970. 15p. ED 040 238 (MF-$0.65; HC-$3.29).

This paper deals with a scale of attitudes of whites towards blacks and blacks towards whites, whose source was the finding by the National Advisory Commission on Civil Disorders and other researchers that there was a consistent hierarchy of grievances in every major city surveyed. These grievances are believed to be strongly related to the attitudes held by blacks and whites in relation to each other. Using this information and the suggestions from personnel of the Urban Adult Education Institute and the Foundation for Racial Equality in Memory of Martin Luther King, Jr., in Detroit, scales were constructed dealing with seven attitude content areas identified as being of crucial importance for interracial interaction. These scales and other psychological measures were then administered to two populations of college students. The final composite scale was found useful for assessing racial attitudes. Additionally, it was found that a person's racial attitudes could be predicted.

60. Hare, Nathan. Black Invisibility of White Campuses: The Positiveness of Separation. Negro Digest, 18(5): 39-43, 91-94, March 1969.

Racial Discrimination, Student Alienation, Negro Students, Integration Effects, Student College Relationship; discusses black student alienation on white campuses, the inadequacies and racial bias of social science courses, and the debilitating effect of token integration on the black community as a whole.

61. Harper, Frederick D. Black Student Revolt on the White Campus. Journal of College Student Personnel, 10(5): 291-95, September 1969.

Negro Students, Activism, Social Attitudes, Relevance (Education), Racial Attitudes.

62. Harris, Edward E. Personal and Parental Influences on College Attendance: Some Negro-White Differences. Journal of Negro Education, 39(4): 305-313, Fall 1970.

College Students, College Attendence, Personal Interests, Parent Influence, Racial Differences; Six hundred and sixty junior and senior college students were respondents in this study. Most Negro respondents attended predominantly Negro colleges and universities in Georgia, Texas, Missouri, and Maryland. Most white respondents attended white institutions in Louisiana, Kansas, Arkansas, California, and Iowa.

63. Harvey, O.J., And Others. Teachers' Beliefs, Classroom Atmosphere, and Student Behavior. Final Report. Boulder, Colo., University of Colorado, Extension Division, 1967. 74p. ED 018 249 (MF-$0.65; HC-$3.29).

This final report consists of three sections. Its concern is with the interaction of home and classroom environments on the achievement of lower socioeconomic level children who attended or were eligible to attend the 1965 Colorado Head Start Program. Section 1 replicates and elaborates a study on the existence of concrete and abstract belief systems in teachers and on how such belief systems affect classroom atmosphere. The same elements were investigated in this study in addition to the primary objective of observing the effect of the two belief systems on student performance. The hypothesis that the greater the abstractness of the teacher's belief system, the greater would be her resourcefulness, the less her dictatorialness and punitiveness, and the better the academic performance of the pupils was demonstrated. Section 2 is a family survey used to determine family attitudes and values which were then analyzed to see if and how such attitudes related to the child's performance in Head Start and in public school. Section 3 presents the children's performance scores obtained during their attendance in public school at the primary level. The test materials were movie films of 13 brief situations relevant to some aspect of the child's behavior and on which he was asked to comment. The scores of these tests were then combined with the information from Sections 1 and 2 to show the results of the interaction of the three variables of teacher, pupil, and parent on pupil performance.

64. Harvey, Robert and Denby, Robert V., Comps. Human Relations in the Schools, Sensitivity Training, and Self-Image Enhancement: Abstracts of ERIC Documents. Champaign, Ill., National Council of Teachers of English, ERIC Clearinghouse on the Teaching of English, 1970. 53p. ED 044 400 (MF-$0.65; HC-$3.29).

This bibliography is comprised of abstracts of 115 ERIC documents (reports, books, articles, and speeches) on human relations activities for the schools, including sensitivity training and self-image enhancement activities. Six sections cover (1) background material on human relations, (2) general material on the need for intergroup activities, (3) inservice human relations programs (including sensitivity training) for teachers, administrators, and counselors, (4) classroom activities promoting student human relations, (5) self-image enhancement activities, and (6) recent research on self-image development.

65. Harvey, Robert C. NCTE/ERIC Report: On Humanizing Teacher-Pupil Relations. Elementary English, 47(8): 1121-34, December 1970.

Student Teacher Relationship, Human Relations, Teacher Responsibility, Cross Cultural Training, Teacher Attitudes; a report by the Educational Resources Information Center at the National Council of Teachers of English; ERIC abstracts of documents pertinent to this topic are included.

66. Heller, Stevens A. The Effects of a Five-Day Institute on the Attitudes of Black and White Public School Participants: An Occasional Paper--1971. Knoxville, Tenn., University of Tennessee, Educational Opportunities Planning Center, 1971. 65p. (MF-$0.65; HC-$3.29).

One hundred and seventy-six public school administrators, teachers, and students from the State of Tennessee attended a five-day institute designed to improve intergroup relations within their schools. As one method of indicating the effects of the institute on their attitudes, a pretest and posttest attitudinal survey was administered. This paper presents a statistical analysis of the results of that survey, and reports the attitudinal changes of the black and white school participants; the latter were found to have changed their attitudes about concepts relating to the resolution of racial and student unrest in the schools--for example, desegregation, Martin Luther King, Jr., and segregation. They also changed attitudes about concepts related to turmoil on the high school campus; such concepts as student unrest, militancy, rioting, and the SDS changed in a positive way. In another aspect of the study, it was found that black and white participant attitudes were different relative to a large number of concepts. In general, black participants were more positive than whites toward concepts dealing with unrest and race, and white participants were more positive regarding concepts that are usually considered to be more conservative.

67. Henderson County Board of Education, and Henderson City Board of Education, Henderson, Ky. An In-Service Program to Assist the Henderson City and Henderson County School Systems in Achieving Successful Total Desegregation. 1965. 128p. ED 045 743 (MF-$0.65; HC-Not available from EDRS).

This program was designed to assist in solving the special educational problems for the 1965-66 school year which are occasioned by complete

desegregation of the faculty, staff, and students. The primary purpose of the program reported was to effect smooth transition and assimilation of teachers and students who have not yet been integrated in the two systems. The training program attempted to achieve greater understanding, improve communication, and make more effective human relations within the various working groups by identifying special educational problems arising as a result of total behavior patterns and attitudes of the disadvantaged child.

68. Hernandez, Luis F. The Culturally Disadvantaged Mexican American Student, Part I. 1967. 8p. ED 020 979 (MF-$0.65; HC-$3.29).

Straddling two cultures, Mexican-American students are hampered by language barriers and identity problems. Their school adjustment is further hindered by the cultural gap which exists between them and their Anglo teachers, and by their characteristic noncompetitive values. Moreover, the patriarchal, extended structure of the Mexican-American family demands certain roles and responsibilities from the children which may conflict with those of the school. Mexican-American parents pass on to their children two basic values which are antithetical to traditional school values--the placement of all responsibility in the will of God, and a casual attitude toward time. Teachers often view the students' responses to these cross cultural pressures as apathetic behavior. They need to become informed about students' differences as well as their similarities, for Mexican Americans are quite diverse and may come from any one of eight major subgroups.

69. Houser, Stuart T. Black and White Identity Formation; Studies in the Psychosocial Development of Lower Socioeconomic Class Adolescent Boys. Series on Psychological Disorders. 1971. 171p. (Available from John Wiley & Sons, Inc., 605, Third Avenue, New York, N.Y. 10016. $9.95).

This book, written for practicing psychiatrists and social workers, presents approaches to understanding the results of longitudinal studies of black and white adolescents. The author discusses various methods of investigation that he utilized. Two matched samples of youths were studied from the beginning to the end of their high school careers. The instrument used for measuring and characterizing their patterns of identity formation was a specially designed Q-sort. The longitudinal data supplied by this complex observational technique allowed for classification of variant modes of identity development.

This data was then supplemented by material from multiple individual interviews. The results suggest distinct modes of identity formation for white and black boys. Using both qualitative and quantitative data, the author devotes several chapters to discussion of these results as well as their implications.

70. Houston Independent School District, Houston, Texas. Prototype School Project. Final Technical Report. 1970. 12p. ED 045 745 (MF-$0.65; HC-$3.29).

The Prototype Schools Project endeavored to design and disseminate an inservice program to expedite and facilitate desegregation in the Houston Independent School District. A ratio of 35 percent Negro to 65 percent white teachers was accomplished, or vice versa, as the individual school situation indicated. The six pilot schools in the program were increased to twelve, and then to eighteen for special sensitivity training workshops under the auspices of the University of Texas. Evaluations provided insight and recommendations for a continuation of the project.

71. Hraba, Joseph and Grant, Geoffrey. Black Is Beautiful: A Reexamination of Racial Preference and Identification. Journal of Personality and Social Psychology, 16(3): 398-402, November 1970.

Racial Attitudes, Identification (Psychological), Negro Youth, Caucasian Students, Behavioral Science Research.

72. Huckle, Herbert A. Tacoma School District No. 10, Title IV In-Service Education Program: An Evaluation. Seattle, Washington, Seattle University, School of Education, 1969. 28p. ED 045 751 (MF-$0.65; HC-$3.29).

When the Tacoma School District in Washington State moved to end de facto segregation in April, 1968, an inservice training program for teachers was instituted. The objectives of the program were: (1) to develop educators' awareness of prejudices and sensitivity to racial minorities; and, (2) to develop procedures for creating this new awareness and sensitivity in educators. The inservice training project (composed of discussion groups) is evaluated by The Urban Awareness Inventory, a collection of statements constructed by black students, which reflect their beliefs about themselves, their community,

and the schools. Subjects for the evaluation were selected from black students, teachers participating in the program, and a control group of teachers. Students were asked to agree with or dissent from statements; teachers were asked to respond by indicating the percentage of black students the teachers thought would endorse the statement as true. From the results, it is held that there is no difference between the estimates of the two groups of teachers. The similarity is so close that the evaluation concludes that the Title IV workshop project had no discernible effect on the participants' awareness of the beliefs and opinions generally held by Tacoma's black students.

73. Irvine, LaVerne F. and Brierly, Norman R. Evaluation of Leadership and Crossover Teacher Institutes Concerned With Problems of Desegregation. Auburn, Ala., Auburn University, Center for Assistance with Problems Arising from School Desegregation, and Mobile, Ala., University of South Alabama, Center for Intercultural Education, 1970. 63p. ED 045 752 (MF-$0.65; HC-$3.29).

During 1969, groups of Southeast Alabama elementary and secondary school administrators, teachers, and supervisors participated in a series of eight training institutes concerning problems relating to school desegregation. Through the use of questionnaires, information was obtained relative to participants' motivation and expectations, participants' satisfactions and derived benefits from programs, and concerning participants' attitudes about race and desegregation. Responses toward the institutes were generally favorable and, in addition, reflected a positive approach in attempting to resolve problems regarding school desegregation. However, some negative views concerning both school desegregation and the institutes were evident. Recommendations are suggested for planning future institutes.

74. Jerrems, Raymond L. Racism: Vector of Ghetto Education. Integrated Education, 8(4): 40-47, July-August 1970.

Racism, Urban Education, Student Teacher Relationship, Teacher Attitudes, Negro Students; advocates an epidemiological view of the failure of ghetto education, and singles out the racism of urban educators as the prime causal factor.

75. Kane, Richard D. Students React to a White Man Teaching Black History. Social Studies, 61(7): 318-323, December 1970.

African American Studies, Negro History, Teacher Evaluation, Negro Teachers, White Teachers; although black militants often make a case against white teachers of black history, a student evaluation of this author's course shows that this bias is not shared by a majority of students, black and white.

76. Katz, Phyllis A., And Others. Racial Attitudes and Perception in Black and White Urban School Children. 1970. 14p. ED 043 719 (MF-$0.65; HC-Not available from EDRS).

The research reported in this paper has three major purposes: to assess the development of racial attitudes in urban children, to evaluate the effects of race of examiner on children's expressed attitudes, and to examine some of the perceptual correlates of racial attitudes. It was predicted that older children would perceive faces of another race as less distinctive from one another than would younger children. Two interrelated studies were conducted. The first was a testing program which assessed the racial attitudes of second, fourth, and sixth grade children. The variables were, in addition to chronological age: race of subject, race of examiner, and type of testing instrument--direct questionnaire, Social Distance Scale, and projective. The second study selected a subsample of these children, who were instructed to judge the similarity of schematic drawings of facial pairs which varied systematically along a number of stimulus dimensions. An apparent decline in prejudice with age was obtained on a direct questionnaire and Social Distance Scale, but was not evident on a more indirect measure. This suggests that the effects of social desirability must be considered, even in measuring the attitudes of young children.

77. Kornacker, Mildred. The Ethnic Teacher in the Urban Classroom: Differential Orientations to the Teaching Role. (Paper presented at the joint meeting of the Ohio Valley Sociological Society and the Midwest Sociological Society, Indianapolis, Ind., May 1, 1969.) Education and Urban Society, 1(3): 247-264, May 1969.

Teacher Attitudes, Role Perception, Identification (Psychological), Teacher Motivation, Ethnic Origins.

78. Koslin, Sandra, And Others. Classroom Racial Balance and Students' Interracial Attitudes. Cambridge, Mass., Harvard University, and New York, N.Y., Riverside Research Institute, 1970. 41p. ED 040 266 (MF-$0.65; HC-$3.29).

Relationships were studied between classroom racial balance (the evenness with which minority group students are distributed over classes in a grade) and the interracial attitudes of grade 3 students. Students took three attitude tests designed to measure different components of children's interracial attitudes: the Sociometric Choice Measure, the Classroom Preference Test, and The People Test. On the Sociometric Choice Measure, students most often nominated peers of their own race; on the Classroom Preference Test, students most often selected teachers and classmates of their own race; and, results for The People Test showed that both race and sex were used as criteria for the distances between stimulus figures--but that balance reduced the between figure distances deriving from sex and race. On the first two measures, too, interracial attitudes were more favorable in balanced than in unbalanced classes. Results of the study are held to show that racial balance index is clearly related to students' interracial attitudes. It is suggested that this index may prove useful as a way of differentiating between more and less successful instances of school integration. Tables of test results are appended.

79. Koslin, Sandra Cohen, And Others. The Effect of Race on Peer Evaluation and Preference in Primary Grade Children: An Exploratory Study. Journal of Negro Education, 39(4): 346-350, Fall 1970.

Race Influences, Peer Relationship, Elementary School Students, Racial Attitudes, Racial Differences; students of this study were 120 first and second grade children at three elementary schools in a middle-sized Eastern city. The sample included approximately equal numbers of children by race, grade, sex, and school.

80. Koslin, Sandra Cohen. The Measurement of Schoolchildren's Racial Attitudes: A Validity Study. College Park, Md., Maryland University, and Bronxville, N.Y., Sarah Lawrence College, 1969. 7p. ED 037 499 (MF-$0.65; HC-$3.29).

This report describes two measuring instruments for determining social awareness and racial attitudes among primary grade children. The proximity test is based upon inferring the cognitive and affective distinctions and judgments which a child makes concerning people from how close together he clusters representational drawings of himself and of Negro and white teachers and peers. The Classroom Preference Test is an instrument designed to measure children's preference for white or Negro classmates and teachers. The results of analyses of data gathered are held to provide preliminary evidence of the validity of the proximity test as a measure of social awareness and racial attitudes in primary grade children.

81. Koslin, Sandra Cohen, And Others. Quasi-Disguised and Structured Measure of Schoolchildren's Racial Preferences. Washington, D.C., American Psychological Association, 1969. 2p. ED 035 440 (Not Available from EDRS; available from Amer. Psych. Assn., 1200 17th St., N.W., Washington, D.C. 20036 [Division 15, $2.50]).

Subjects of this study were 429 first and third grade white and Negro public school children. Varied class activities were presented in 18 pen and ink sketches with different racial combinations of teachers and children. These sketches were arranged in booklet form so that on any given page, three of the six racial compositions appeared, one in each of the three class activities. Children marked which class they would most prefer and which class they would like least. Choices that were random or based only on activities were eliminated. Analyses of variance nested hierarchical designs, with race, grade and sex as main factors and type of school attended (segregated or desegregated) as a nested factor within race. Results suggested that white subjects generally began the first grade with a clear preference for an all-white social surrounding in school and maintained that preference into the third grade. Negroes started the first grade with a slight preference for an all-white class, but by third grade clearly preferred Negro teachers and peers. White subjects' racial preferences were more pronounced than Negroes', and third graders showed clearer racial awareness than first graders. Integration had no measurable effect on racial preferences in the schools studied.

82. Kuvlesky, William P. and Potella, Victoria M. Strength of Ethnic Identification and Intergenerational Mobility Aspirations Among Mexican American Youth. College Station, Tex., Texas Agricultural Experiment Station, 1970. 32p. ED 040 777 (MF-$0.65; HC-$3.29).

Utilizing Talcott Parsons' data from a 1967 study of 4 South Texas counties, the present study involves 596 Mexican American high school sophomores and is based on Parsons' assertion that Spanish American subculture is characterized by the particularism-ascription value pattern. In keeping with this, the present study hypothesized that degree of identification with Mexican American subculture is inversely related to desire for upward intergenerational mobility. Ethnic identification was indicated by an index of the use of Spanish in a variety of situations, and aspiration for intergenerational mobility was measured through cross-classification of the respondent's long-run occupational aspirations with job of main breadwinner in

his family. Comparative analysis of "upwardly mobile" and "non-mobile" respondents (by ethnicity, socioeconomic status, and sex) as well as comparison of ethnicity scores (by degree of mobility projected for each socioeconomic type by sex) did not support the hypothesis. A concluding discussion is presented of a number of alternatives and their theoretical implications as to whether language usage and occupational achievement could be possible indicators of Mexican American ethnicity.

83. Kvaraceus, William V., And Others. Poverty, Education, and Race Relations: Studies and Proposals. 1967. 226p. ED 023 764 (Available from: Allyn & Bacon, Inc., 150 Tremont St., Boston, Mass.)

The 14 papers in this book discuss and suggest ways of dealing with the effect of poverty and discriminatory race relations on education. The bulk of them were developed for a series of 28 television programs, which later served as the basic unit for the 1966 institute for teachers on the disadvantaged at Tufts University. The subjects treated are social services and social change; education, employment, and civil rights for Negroes; human relations in urban and suburban settings; the Negro in American history; the importance of an interracial learning experience;wasted talent as a result of low motivation and achievement; educational change; methods and materials in intergroup education;political socialization and race relations; employment opportunities for members of minority groups; and human rights in world affairs. A selected annotated bibliography follows the papers.

84. Lede, Naomi W., Ed. Sensitivity Training and Faculty Desegregation: Proceedings of the First Faculty Desegregation Institute Held at Bishop College, July 14-August 1, 1969. Dallas, Tex., Bishop College, 1969. 95p. ED 047 022 (MF-$0.65; HC-Not available from EDRS).

This record of the proceedings of the First Faculty Desegregation Institute held at Bishop College includes a chronology of program activities (lectures, field trips, etc.) Position papers on intergroup relationships, disadvantaged children, race relations in America, and the nature of prejudice form the major part of the record. In addition, an evaluation of participants' responses is appended. Also included in the appendices are a description of participants, pictorial highlights, preliminary evaluation of the Institute, and news coverage.

85. Levan, Frederick D. Teaching Teachers to Teach the Disadvantaged; Study of Attitude Change. Washington, D.C., Office of Education (DHEW), Division of Compensatory Education, 1968. 64p. ED 025 452 (MF-$0.65; HC-$3.29).

Attitude Change Title I (ACT I) was an effectiveness evaluation to determine what changes in semantic differential meaning accompanied Title I inservice teacher training, what differences in semantic differential meaning existed between teachers who did and did not have Title I training, and what relationships existed between personality characteristics and changes in attitude accompanying Title I training. The evaluation's primary population consisted of teachers of the disadvantaged (in Arizona, California, Nevada, and New Mexico) who had volunteered for Title I training during the 1966-67 school year; the three adjunct populations were teachers who had volunteered for Title I training during the 1965-66 school year, instructional leaders of 1966-67 inservice projects, and school district consultants who had had Title I training during the 1966-67 school year. Semantic differential was used to measure the evaluative, potency, and activity dimensions of meaning; one projective and four nonprojective instruments were correlate measures. F and t tests were applied to the data. It was found that Title I training of teachers during the 1966-67 school year did effect attitudinal differences, there were no attitudinal differences between teachers who had had Title I training in 1965-66 and those who had had training, and Title I training of consultants was not accompanied by attitudinal change. (Included are a 181-item bibliography and supplementary appendixes.)

86. Levine, Daniel U. and Fiddmont, Norman S. Integration's Up to Date in Kansas City. Integrated Education, 7(4): 3-16, July-August, 1969.

Race Relations, Negro Students, Racial Attitudes, Violence, Student Attitudes.

87. Levine, Daniel U. and Mares, Kenneth R. Problems and Perceptions in a Desegregated Urban High School: A Case Description and Its Implications. Kansas City, Mo., University of Missouri, Center for the Study of Metropolitan Problems in Education, 1970. 15p. ED 045 775 (MF-$0.65; HC-$3.29).

The purpose of this small study is to describe and consider the perceptions of various individuals and groups--particularly teachers and students involved in or familiar with the general situation at

Southeast High School (a pseudonym) and the work of the Grievance Committee in particular. The study was conducted by interviewing several key staff members at the school, talking with and obtaining written accounts from observers who were in a position to know about developments there, and administering a short questionnaire to a limited number of students and teachers. Although it is considered that the mere act of forming the Grievance Committee possibly reduced tensions, there is little reason to believe that the Committee succeeded in helping bring about permanent changes or improvements.

88. Likover, Belle. Introducing Black History: An Action Experiment in Changing Interracial Behavior. Jewish Community Center Program Aids, 32(1): 7-16, Winter 1970-1971.

Negro History, Race Relations, Racial Attitudes, Day Camp Programs.

89. Lloyd, Helene M. Operation Upgrade: An In-Service Training Program to Supplement the Development of a Curriculum for the Multi-Racial Schools in New York City to the End that Intergroup Relations May Be Improved. Brooklyn, N.Y., New York City Board of Education, [n.d.] 25p. ED 023 742 (MF-$0.65; HC-$3.29).

An inservice training program was conducted by the New York City Board of Education in a school district in the South Bronx section of the city with an ethnic minority pupil population of 68 percent. The objectives were to improve intergroup relations, to help teachers to respond positively to problems posed by desegregation, and to gain parent and community support of the schools. Participants in the eleven orientation and sensitivity workshop sessions were 110 administrators, supervisors, teachers, parents, and college seniors who were prospective teachers in slum schools. Consultants and Board of Education workshop production specialists gave lectures and led small-group interaction sessions. It is felt that the results of this program were "inspiring." The document lists the staff, describes the process of selecting participants, and includes a summary of the final evaluative questionnaire.

90. Long, Barbara H. and Henderson, Edmund H. Teacher Judgments of Classroom Behavior of Negro and White School Beginners. Washington, D.C., American Educational Research Association; Baltimore, Md., Goucher College; and, Charlottesville, Va., University of Virginia, 1970. 13p. ED 038 708 (MF-$0.65; HC-$3.29).

After six weeks of school, classroom teachers rated 95 Negro and 93 white first graders on 24 behavior scales. Mean total ratings did not differentiate the two groups, but variance was significantly higher for the whites. Total ratings predicted promotion for the Negroes, and for both groups were significantly (a) higher for the girls, (b) positively related to Otis IQ's and Metropolitan readiness scores, and (c) among those promoted to grade two, predictive of Metropolitan reading scores and scores with IQ controlled. Principle components factor analyses with varimax rotations revealed two group factors ("Good worker," "Friendly") and three more specific factors ("Cries," "Quarrels," "Wanders") common to both racial groups. Additional factors differentiated the races: (a) "Leadership: for the whites";(b) "Docility," "Conformity," "Curiosity" for the Negroes. "Good worker" for the Negroes and "Leadership" for the whites were most predictive of academic success. The findings suggest both commonalities and race-related differences in teacher judgments of first graders' classroom behavior.

91. McArdle, Clare G. and Young, Nancy F. Classroom Discussion of Racial Identity or How Can We Make It Without "Acting White?" American Journal of Orthopsychiatry, 40(1): 135-41, January 1970.

Racial Attitudes, Peer Groups, Group Discussion; a discussion of weekly meetings by an interracial group of high school students who considered personal responsibility toward the problems of civil rights and racial equality.

92. McDowell, Sophia F., And Others. Howard University's Student Protest Movement. Public Opinion Quarterly, 34(3): 383-88, Fall 1970.

Activism, College Students, Negro Attitudes, Student College Relationship, Howard University.

93. McDowell, Sophia F. Prejudices and Other Interracial Attitudes of Negro Youth. Final Report, 15 June 1966-31 August 1967. Washington, D.C., Howard University, Department of Sociology, 1967. 184p. ED 019 390 (MF-$0.65; HC-$6.58).

A study was conducted to investigate the willingness of Negro high school age youth to associate with whites. Data were gathered from questionnaires distributed to 471 Negro high school seniors and 111 Negro dropouts from Southern and border states. The study investigated such variables as the youths' sex, socioeconomic status,

educational status (dropout or stay-in), school desegregation experiences, and informal voluntary association with white peers. It also sought to determine on what basis the Negro youths chose or rejected Negro and white associates. The index of interracial attitudes used in the study was based on the indicated degree of willingness to associate in 15 different interracial situations. The findings indicate that there was not as much racial prejudice among the youths as had been assumed. Moreover, the Negro youths' willingness to associate with whites varied with situation, educational status, extent of informal, voluntary experience with white peers, and the kinds of whites perceived. Most important, the willingness of the Negroes to associate was governed by anticipation of the reactions of whites to the association.

94. Messick, Rosemary G. Political Awareness of Mexican-American High School Students. High School Journal, 54(2): 108-18, November 1970.

Political Attitudes, Mexican Americans, High School Students, Student Attitudes.

95. Michigan-Ohio Regional Educational Laboratory, Inc., Detroit, Mich. Racism and Education: A Review of Selected Literature Related to Segregation, Discrimination, and Other Aspects of Racism in Education. 1969. 100p. ED 034 836 (MF-$0.65; HC-$3.29).

This review of research on racism and education comprises sixteen program topics selected by the Michigan-Ohio Regional Educational Laboratory. The introductory section carries 33 items (after Berelson and Steiner, 1964) described as general findings from behavioral science research which appeared four years before the Kerner Commission Report. The topics dealt with are: (1) Changing attitudes of students and teachers, which includes: improvement of Negro self-concept, achievement motivation, confrontation approaches, and teacher attitudes and expectations; (2) Curriculum and materials; (3) Decreasing racial isolation, consisting of improvement of Negro self-concept, achievement motivation, desegregation, and staff deployment by race; (4) Compensatory education; (5) School working with other agencies, comprised of: decentralized lay board of education, other approaches, and pre-service teacher education; (6) Administrative practices; (7) Teacher education, treated in the two parts: pre-service education recommendations, and in-service education recommendations. Fifteen attitude scales and questionnaires are listed as significant evaluation instruments met with in the literature.

96. Miller, Albert H. Problems of the Minority Student on the Campus. Washington, D.C., Association of American Colleges, 1969. 5p. ED 026 018. (MF-$0.65; HC-$3.29).

The problems of the black student on campus are not new. He has had to accept, at the level of consciousness, the ideals and values of US society while actually being continuously rejected by the same society through various forms of discrimination. He has had to organize his life in recognition of the fact that structured racism within US society denies him many opportunities to participate in it as a full-fledged citizen. On the basis of his personal experience it has been difficult to differentiate whether white acceptance is based on his true personality or on assumptions that he has "stereotyped" Negro habits, feelings and attitudes. He experiences an inner struggle concerning which of 2 roles to play, one that is expected of him and another that is his natural self, for whites who fail to understand what it really means to be a Negro in US society. At much loss to his psychological stability, he has suppressed this conflict in the past and accepted a role that fits into the societal structure. Today's black students, suffering from this imposed inner torment of choosing between personal dignity through conscious role-playing or through effecting a change in society to improve actual experience, have decided on the latter and are rejecting education which does not relate to their individual development as citizens and as human beings. Their demands for a share in an array of college decisions reflect a search for self-identity that is not "programmed" or expected by white society, but one that is individually and naturally developed.

97. Muir, Donal E. Six-Year Trends in Integration Attitudes of Deep-South University Students. 1970. 13p. ED 043 703 (MF-$0.65; HC-$3.29).

Three surveys, conducted at the University of Alabama from its desegregation in 1963 until 1969, permit an assessment of initial changes in the integration attitudes of deep-South university students. Rapidly increasing acceptance of blacks was found in the four major areas examined: general societal areas of conflict, social distance on campus, perception of Negro characteristics, and attitudes regarding political and economic equality. The student majority, accepting "separate but equal" segregation in 1963, approved desegregation in 1969. The majority of these students have not yet accepted "social integration," but strong trends in this direction are evident.

98. Mulholland, Vester M. Total Integration Can Work. North Carolina Education, 37(3): 6-8, 30, 31, November 1970.

School Integration, High Schools,Student Reaction, Race Relations.

99. Nielsen, Sandra. A Counselor's Evaluation of a Black White Confrontation Group Conducted Within a High School. California Personnel and Guidance Association Journal, 3(1): 20-26, Fall 1970.

Group Experience, Human Relations,Intergroup Relations, Racial Attitudes, Conflict Resolution; in response to heightening racial tensions in their school, the counselors proposed a Black White Discussion Group which met weekly to "rap" together. This group was equally divided racially and sexually, with trained black and white leaders and a counselor from the high school. Response of the participants appears to have been very positive.

100. Noar, Gertrude. Teaching the Disadvantaged: What Research Says to the Teacher Series, No. 33. Washington, D.C., National Education Association, Department of Classroom Teachers, 1967. 36p. ED 025 356 (Available from National Education Association, 1201, 16th St., N.W., Washington, D.C. 20036. WRSS-33, $0.25.)

A survey of current research on disadvantaged students (defined as children of unassimilated lowest class Negroes, Puerto Ricans, American Indians, Mexican Americans, and Caucasians) provides classroom teachers with concise and up-to-date summaries of educational research findings and their implications for teaching. Discussions presented cover who the disadvantaged are, implications of their behavior in school, causes of disadvantagement, and factors of special significance in teaching the disadvantaged (such as intelligence and testing, language, girl-oriented schools, and time and fantasy orientations). Also presented are suggested procedures and methods designed to aid the disadvantaged child at various levels, i.e., ages six to seven, and eight to eleven, and junior high and high school. Specific emphasis is placed on teacher attitudes and approaches to teaching the disadvantaged.

101. Obichere, Boniface I. The Significance and Challenge of Afro-American Studies. Journal of Black Studies, 1(2): 161-177, December 1970.

African American Studies, Negro Attitudes, Educational Objectives, Relevance (Education), Educational Change.

102. Ochberg, Frank M. nd Trickett, Edison. Administrative Responses to Racial Conflict in a High School. Community Mental Health Journal, 6(6): 470-882, December 1970.

Activism, Administrator Role, Race Relations, Racial Attitudes, School Community Relationship; the impact of a high school riot on the ecology of the school is studied from the perspective of the vice principal. Administrative responses were shaped by the organizational history of the school and by relationships among various groups both outside and inside the school: faculty, students, superintendent, Board of Education, black community, and white community. Some implications for the Community Mental Health Consultant are discussed.

103. Olsen, Henry D. The Effect of Compensatory Education upon the Self-Concept-of-Academic Ability, Significant Others, and Academic Significant Others of Black and White Pre-College Students. 1971. 9p. ED 047 075 (MF-$0.65; HC-Not available from EDRS).

This research utilizes Brookover's social-psychological theory of learning by evaluating the level and/or change in self-concept-of-academic ability, significant others, and academic significant others of 121 black and white compensatory education students. As a result of exposure to compensatory education there was a significant positive change in self-concept-of-academic ability for compensatory education students in general, as well as for blacks and whites. Males and females also had a significant positive change. The students identified parents, teachers, relatives, friends, offspring, spouse, and themselves as significant and academic significant others. There were significant changes in offspring, friends, teachers, spouse, and themselves as significant others, and themselves, spouse, offspring, and relatives as academic significant others as a result of compensatory education.

104. Ornstein, Allan C. Selected Teacher Behaviors Considered as a Basis for Reporting Recommended Strategies for Teaching the Disadvantaged. A Review. New York, N.Y., New York University, 1970. 23p. ED 043 563 (MF-$0.65; HC-$3.29).

This paper reviews the research and commentary literature on techniques, traits, and success factors for teachers of the disadvantaged. The author categorizes and discusses behaviors for teachers of the disadvantaged within four selected dimensions: (1) Affective (related to the teacher's attitudes, emotions, feelings, and values); (2) Cognitive (related to the teaching of a subject and the teacher's development of the students' intellectual competencies); (3) Controlling (related to the teacher's order, planning, tasks, responsibility, and systemization); and, (4) Stable (related to the teacher's

calmness, objectivity, consistency, confidence, and alertness). The brief summary section concludes that although research on teacher behavior is impressive in quantity, the results are contradictory and concern for teachers of the disadvantaged inadequate; and that this review, while not providing answers, might be used as a reference point in seeking answers to questions on what behavior is desirable for teachers of the disadvantaged. One hundred forty-two references are cited, nearly all published in the 1960's.

105. Ornstein, Allan C. Suggestions for Improving Discipline and Teaching the Disadvantaged. Journal of Secondary Education, 44(3): 99-106, March 1969.

Teacher Attitudes, Teacher Behavior, Student Teacher Relationship, Disadvantaged Youth, Discipline.

106. Owen, Isaiah. The Effect of the Group Leader(s) Race on Group Counseling Undertaken to Improve Intergroup Attitude Among Racially Mixed Fifth and Sixth Grade Children. Morgantown, W. Va., West Virginia University, 1969. 110p. ED 041 328 (MF-$0.65; HC-$6.58).

The purpose of this study was: (1) to determine the effect, if any, that the race of the group leader has on the improvement in intergroup attitude of racially mixed elementary school students who participate in group counseling; and (2) to determine whether racially mixed groups of elementary students who participate in group counseling make more favorable improvement than those who engage in contact activities only. A total of ten students were taken from the total fifth and sixth grade population who had been tested. These ten were assigned to each of six groups: (1) one led by a white counselor; (2) one by a black counselor; (3) one by a black and a white counselor; and, (4) three control groups of the same composition. At the end of eight weeks, these subjects were post-tested on the same instruments as before. Findings include: (1) no differences in the mean gains in intergroup attitudes among the six groups; (2) no differences in gains in attitude between the counseled groups and control groups; and, (3) no differences in the mean gains in attitudes between any of the three experimental groups. The study produced no significant findings that would show group counseling to be an effective means of alleviating racial attitudes.

107. Patino, Peter H. Go Talk to the Principal! Civil Rights Digest, 3(4): 22-29, Fall 1970.

Mexican Americans, Administrative Problems, Educational Improvement, Activism, Interpersonal Competence.

108. Pecoraro, Joseph. The Effect of a Series of Special Lessons on Indian History and Culture upon the Attitudes of Indian and Non-Indian Students. Final Report. Augusta, Maine, Maine Department of Education, 1970. 170p. ED 043 556 (MF-$0.65; HC-$6.58).

In an effort to change the attitudes toward the Indian of Indian and non-Indian children, a series of special lessons were prepared by this project. These lessons emphasized the positive aspects of the Indian, and brought out little known aspects of the contributions of Indians to our art, cultural heritage, and contemporary society. They made use of several media--8 mm color and sound film, slide-tape presentations, and some commercial material, and stress involvement on the part of the students. In order to measure the effectiveness of the special lessons, an experiment with a control group and an experimental group was conducted. Pre- and post-testing consisted of a semantic differential, an attitude scale, and a series of open sentence stems. It was found that the lessons did have a positive effect on the attitudes of both Indian and non-Indian children, and that the attitudes of Indian children were most improved indicating improvement in self-concept.

109. Perlmutter, Philip. Prejudice and Discrimination. Massachusetts Teacher, 50(4): 12-14, January 1971.

Racial Discrimination, Race Relations, Racial Attitudes.

110. Peters, David R. Self-Ideal Congruence as a Function of Human Relations. Journal of Psychology, 76: 199-207, November 1970.

Self Concept, Human Relations Programs, Classroom Environment, Self Evaluation, Changing Attitudes.

111. Platt, Kenneth. A Year at a Southern Negro College. Journal of the National Association of Women Deans and Counselors, 32(2): 83-86, Winter 1969.

Southern Community, Negro Colleges, Interpersonal Relationship, College Students, College Curriculum.

112. Porter, Judith D.R. Black Child, White Child: The Development of Racial Attitudes. 287p. 1971. (Available from Harvard University Press, Cambridge, Mass. $8.95).

In Part One of this study of both racial attitudes in and the influence of race on social interaction between preschool children, "The Acquisition of Racial Attitudes," there is a discussion of mechanisms of racial attitude transmission, and a review of other studies. Part Two, "Sociological Correlates of Racial Attitude Formation," describes the methods of inquiry used, including the TV-Story Game, an analysis of doll choice by race and age, and social class, contact, and shade of skin color as correlates of racial attitude formation. Part Three, "The Effects of Racial Attitudes on Personality and Interaction," discusses racial self-concept, the personal dimension of self-esteem, and actual playmate choice in a desegregated setting. Part Four focuses on the implications of the data for theory, research, and public policy. The coding scheme for comments and free play, and self-portrait and story code sheets are appended.

113. Poussaint, Alvin and Atkinson, Carolyn. Black Youth and Motivation. Black Scholar, 1(5): 43-51, March 1970.

Motivation, Negro Youth, Psychological Needs, Negro Attitudes, Self Concept.

114. Powell, Gloria J. and Fuller, Marielle. School Desegregation and Self-Concept: A Pilot Study on the Psychological Impact of School Desegregation on 7th, 8th and 9th Graders in a Southern City. 1970. 36p. (MF-$0.65; HC-Not available from EDRS).

This pilot study was done by giving a Self-Concept Scale and a Socio-Familial Questionnaire to 614 white and black students in segregated and desegregated schools. In addition to comparing the effect of desegregation, the investigators are interested in identifying the variables related to positive or negative self concepts. The report concludes that there is a self concept gap between Negro and white students, with Negro students having significantly higher scores than white students on the self concept scale. Those Negro students achieving the higher self concept scores are those in segregated or predominantly black schools.

115. Powell, James H., And Others. Interim Report of the Institute for Supervisors of Student Teachers on Problems Occasioned by Desegregation on Public Schools, July 6 through August 12, 1965. Lexington, Ky., University of Kentucky, College of Education, 1965. 45p. ED 045 742 (MF-$0.65; HC-$3.29).

The objectives of this institute were to provide participants with a basic experience in human relations in an inter-racial setting; this would expand their knowledge and understanding, needed to work effectively in a desegregated school setting. Further, special problems confronting supervising teachers as they guide student teachers, who are presently in or will subsequently join integrated faculties of desegregated schools, were identified and analyzed. In an attempt to create a candid, open, and honest atmosphere for interpersonal interactions, heavy emphasis was placed on relatively unstructured group discussions. Public school personnel with experience in desegregated schools discussed the problems they had faced and the solutions that had emerged. Among the many results and conclusions was the consensus that participants became more skillful and comfortable in interracial discussions of social and educational problems.

116. Purl, Mabel C. and Curtis, Jonathan. A Longitudinal Study of the Third Culture Curriculum at Emerson Elementary School. McAteer Project M9-14. Riverside, Calif., Riverside Unified School District, Department of Research and Evaluation, 1970. 34p. (MF-$0.65; HC-$3.29).

Instruments presumed to measure "anxiety," "perception of others' attitude toward self," "self-attitude," "adjustment," and "racial attitudes" for this longitudinal study were used in obtaining scores from the same children in the first and third grades. A random sample of children from the Riverside School Study controlled for grade, sex, and ethnicity was used as a comparison to a randomly selected Emerson group. This was done to provide a base from which to view the Third Culture Curriculum effects at Emerson. Such a sampling procedure inherently carries with it the likelihood of confounding effects. Thus, any difference between Emerson and Riverside School Study pupils on the measures of interest may be due to the Third Culture Curriculum, other factors associated with school and home, or to an interaction of these factors. It is known, for instance, that Emerson School differs from the Riverside School Study sample in their teachers, their administration, their class structures, their rankings as to the socioeconomic status of their

clientele, their proportions of student body racial representation, their geographical locations, and possibly other pertinent characteristics. Thus, any conclusions drawn as to the effect of the Third Culture Curriculum are tentative and need substantiation in further studies in other settings.

117. Resnick, Solomon. Black Power and Education: The SEEK Experience at Queens College. Community Issues, May 1970. Flushing, N.Y., City University of New York, Queens College, 1970. 11p. ED 044 455 (MF-$0.65; HC-Not available from EDRS).

During six months of the 1969-70 school year, Queens College was besieged by demonstrations by the black and Puerto Rican Student-Faculty-Counselor Coalition. While the situation was similar to that at other campuses in that drastic polarization and racial animosities were exacerbated, it was unique in one crucial aspect. Demonstrations at other colleges were generally directed toward creation of Black Studies programs and increased black student enrollment. The conflict at Queens, however, was about the way in which Operation SEEK, a remedial program for black students, was to be run. Perhaps for the first time, the principles of Black Power were being applied to preparing students from ghetto areas for college work. The tragedy of the situation was not property damage or the breakdown of order, but that both sides developed such rigid positions that crucial educational issues were never really confronted. The academic establishment became highly emotional and was more concerned with its own standards than with the needs of the program, while the Coalition placed more emphasis on black ideology, and a precious opportunity was lost.

118. Rich, Andrea L. and Smith, Arthur L. An Approach to Teaching Interracial Communication. Speech Teacher, 19(2): 138-144, March 1970.

Race Relations, Communication Problems, Negroes, Caucasians, Course Content.

119. Rist, Roy C. Black Staff, Black Studies, and White Universities: A Study in Contradictions. Journal of Higher Education, 41(8): 618-29, November 1970.

Higher Education, African American Studies, Department Directors (School), Racial Integration.

Changes are required in the structure of the university and the structuring of black studies to resolve the contradictions inherent in the pursuit of scholarly Negro history and research programs, and programs designed for the development of disadvantaged Negro Youth.

120. Robinson, Jackie. The SEEK Program: A SEEK Student's View. Community Issues, July 1970. Flushing, N.Y., City University of New York, Queens College, 1970. 16p. ED 044 456 (MF-$0.65; HC-Not available from EDRS).

The Search for Elevation through Education and Knowledge (SEEK) experience at Queens College has been a hectic and strained undertaking, culminating in a confrontation between black and white students which gained national attention. The white community at Queens reacted negatively towards SEEK students, faculty, and counseling staff. The frustration of the black and Puerto Rican community was the result of almost three years of coping with racism, budgetary mismanagement, and a dearth of black courses and teachers, and was aggravated by organizational changes which were seen as a move to destroy the SEEK program. This led to the formulation of the black and Puerto Rican Student-Faculty-Counselor Coalition. The Coalition outlined proposals designed to improve the quality of education. Demonstrations were planned to force the college to negotiate in good faith, but most of the efforts to improve education were frustrated. Black educational complexes are the only alternative to poor education of black people.

121. Roessler, Richard, Ed. Attitudes Toward School Desegregation in Riverside and Redlands. School Desegregation, Bulletin Series, No. 1. Riverside, Calif., University of California, Center for the Study of Intergroup Relations, 1970. 14p. (MF-$0.65; HC-$3.29).

The results of this survey indicate that parents and students in Riverside reacted very positively to three years of integrated education. Anglo parents felt that their children were not having more difficulty in learning. Parents of all three groups (Negro, Mexican-American, and Anglo) reported favorable perceptions of busing, the quality of education, social acceptance, and home-school relationships. In the Redlands, the Negro and Mexican-American parents believed that integrated education represents a better education; they also felt welcome in the schools. The parents have rated the quality of desegregated education as high, although some parents do believe that there are more discipline problems. According to the parents, the children reacted positively to their school experiences, and teachers were quite friendly and helpful to the students.

122. Rosser, James, And Others. Student Opinions and Black Studies. 1971. 29p. (MF-$0.65; HC-$3.29).

The study attempted to evaluate the impact of an experimental Black Studies course on the attitudes of black students toward education, the "system," whites, and Black Studies. The instrument developed for the study was an open-ended essay type questionnaire. Demographic data were collected. The questionnaire was administered in an experimental Black Studies ("Introduction to Black America") class at Southern Illinois University which was 60 percent black. The questionnaire was administered on a pre-post basis with approximately a 12-week time interval. The results would seem to indicate that there was very little change with respect to the attitudes assessed in the open-ended questionnaire. Information was obtained indicating that the individuals who were participating in this program and who were talking about the "system" and discussing the concept of this system were not in agreement as to what the system was. In future work in such courses, the individuals responsible for the material in the course might seriously consider dealing with the issue of helping the students describe the university system in which they are operating and make the students aware of the alternatives that they have available to them within the system.

123. Roth, Rodney W. The Effects of "Black Studies" on Negro Fifth Grade Students. Current Trends in Negro Education and Shorter Papers. Section C. Journal of Negro Education, 38(4), 435-439, Fall 1969.

African American Studies, Self Concept, Identification (Psychological), Elementary School Students, Negro Students; describes an experiment demonstrating increased racial pride and improved self concept in black fifth graders receiving a course in black studies.

124. Roth, Rodney. How Negro Fifth Grade Students View Black Pride Concepts. Integrated Education, 8(3): 24-27, May-June, 1970.

Negro Attitudes, Negro Students, Grade 5, Questionnaires, Test Results.

125. Sacks, Susan Riemer. Influence of Black is Beautiful Program on Black Adolescents' Drawings and High Status Job Selections. 1971. 17p. ED 047 056 (MF-$0.65; HC-Not available from EDRS).

Drawings of men by black boys, collected Spring 1969 at two junior high schools--one with a Black is Beautiful (BB) program, found twice as many (34 percent) black men drawn in BB school. Of 186 total drawings, 24 percent were unmistakably black, 263 "You" and "They" forms of the Choose-a-Man task being completed in the two schools along with 100 from North Carolina. Students themselves ("You") overwhelmingly hired black store managers from four photographs, varying from Caucasian to Negroid. BB program students thought the store ("They") would select a black manager; non-program and North Carolina students thought a non-black would as frequently become manager.

126. Saint Augustine College, Raleigh, N.C., Educational Leadership and Human Relations Center. Educational Leadership Training Program for Majority-Negro-Rural-Isolated School Districts in North Carolina, 1969-70. Final Technical Report. 1970. 36p. ED 047 021 (MF-$0.65; HC-$3.29).

This is the concluding report of the operational phase of a summer institute conducted by Saint Augustine's College at North Carolina State University for the Eastern North Carolina Teachers' follow-up activities and evaluation. The project focused on the need for raising the level of professional competence of school personnel in predominantly black, rural school districts with the hope that the quality of education would be improved, and desegregation facilitated. In addition, improvement of race relations was a specific objective. The summer institute program included lectures and seminars. The program was evaluated by pretest-posttest measures; the data show that the Institute was effective in bringing about and maintaining positive attitudes towards integration for the total group of participants.

127. Schneider, Frank W. Conforming Behavior of Black and White Children. Journal of Personality and Social Psychology, 16(3): 466-71, November 1971.

Behavioral Science Research, Junior High School Students, Conformity, Peer Groups, Racial Attitudes.

128. Sedlacek, William E. and Brooks, Glenwood C., Jr. The Importance of Social Acceptability in the Measurement of Racial Attitudes. College Park, Md., University of Maryland, [1970]. 8p. (MF-$0.65; HC-$3.29).

The purpose of this study was to determine if white university students were aware of any peer group attitudes toward blacks. Student respondents to a questionnaire felt that college students do not like racists, but a similar group of college students made negative racial responses when their attitudes were measured. The findings provided some evidence that there is a difference in what white students feel are socially acceptable attitudes toward blacks and what they actually feel.

129. Sedlacek, William E. and Brooks, Glenwood C., Jr. The Measurement of Attitudes of Whites Toward Blacks with Certain Beliefs. College Park, Md., University of Maryland, Cultural Study Center, 1970. 14p. ED 045 768 (MF-$0.65; HC-$3.29).

The purpose of this study was to determine the effect of beliefs rather than contextual situations on the attitudes of whites toward blacks. Results indicated that whites generally responded the same to a person holding a belief whether a black held the belief or not. The conclusion reached by Sedlacek and Brooks is that a nonracially related belief provides a way for subjects to ignore race in responding. Hence, there is further support for the necessity of providing a racial context before racial attitudes can be successfully measured.

130. Serrano, Tirso G. Project to Improve Equality of Educational Opportunities in Redlands, School Year 1969-70. Title IV Evaluation. Redlands, Calif., Redlands Unified School District, 1970. 30p. (MF-$0.65; HC-Not available from EDRS).

Seventy percent of the parents said that their children are more interested in school and are receiving a better education today. Although the children say that they enjoy school, some of them feel that in arithmetic and reading skills they do not compare with the other students. Teachers concur with the students that reading and arithmetic are areas of difficulty. The need for special programs is a subject of contention among teachers. Students like to ride the bus, but are somewhat uncertain as to whether they want to next year. Fair treatment by students and teachers was not an issue, but "different treatment" was. More research into the meaning of "different treatment" is needed. Though home-school cooperation exists, both teachers and parents desire more opportunities to communicate. More teacher home visits are looked forward to. A program of integration from kindergarten through twelfth grade, which will improve the quality of education during this continuing period of transition, is being planned.

131. Shearouse, H.S. In-Service Education to Solve Problems Incident to the Elimination of the Dual School System. Final Technical Report. Conyers, Ga., Rockdale County Public Schools, 1969. 127p. ED 045 748 (MF-$0.65; HC-Not available from EDRS).

The Rockdale County Board of Education (Georgia) operated an inservice program on desegregation in 1969. The purpose of the program was to prepare the school system and the community for desegregation by working with the teaching staff. A Coordinating Committee was set up, which participated in sensitivity training sessions in order to lead small discussion groups. Topics in the seminars included the following: the disadvantaged child; student and teacher experiences in desegregated schools; sensitivity; and, black-white confrontations. At the fourth seminar, the teaching staff made recommendations which are included in this report on the program. Results of this inservice program are considered to be shown in the smooth transition into desegregated schools; the Coordinating Committee provided strong leadership, and the small discussion groups demonstrated the value of letting faculty members tackle school problems. A semantic differential questionnaire was administered to the faculty before and after the program. Results show a positive change with regard to the inservice program and its objectives.

132. Shepard, Samuel, Jr. Teachers for the Ghetto. Association of Teacher Educators Yearbook, pp. 88-99, 1970.

Disadvantaged Youth, Attitudes, Teacher Characteristics, Negro Students, Educational Needs.

133. Shoudel, Pearl W. A Descriptive Research Study of Biracial Student Teacher Teams. Final Report. Little Rock, Ark., Philander Smith College, 1969. 15p. ED 032 280 (MF-$0.65; HC-$3.29).

An experiment was planned to establish pairs, one Negro and one Caucasian, of student teachers who would work together as a team as they did part of their student teaching in a Negro school under a Negro cooperating teacher, and part in a predominantly white school under a Caucasian cooperating teacher. The purpose was to determine whether or not attitudes toward another race would be changed by participation in the biracial program. The control group of 30 Negro and 30 Caucasian subjects were not paired and were assigned to a school for members of their own race. Subjects were from ten Arkansas teacher education institutions and were placed

in ten different school systems over a period of four semesters. Pre- and posttests which were designed to measure attitudinal responses to items of bias were administered to all subjects. The biracial team approach did change the attitudes of subjects toward members of the other race; Negro and Caucasian student teachers were not brought to a point where they shared common viewpoints, but the differences in their perceptions were narrowed. Attitudes of cooperating teachers and other personnel were also changed as a result of day-by-day associations and person-to-person communication. (Included are lists of the most significant changes in both Negro and Caucasian attitudes toward Negro and Caucasian teachers, administrators, students, and toward the project in general.)

134. Soares, Anthony T., and Soares, Louise M. Critique of Soares and Soares' "Self-Perceptions of Culturally Disadvantaged Children"--a Reply. American Educational Research Journal, 7(4), [n.p.], November 1970.

Culturally Disadvantaged, Self Concept.

135. Soares, Anthony T., and Soares, Louise M. Interpersonal and Self-Perceptions of Disadvantaged and Advantaged High School Students. 1970. 6p. ED 043 696 (MF-$0.65; HC-$3.29).

Disadvantaged and advantaged high school students were tested for their self-concepts and their perceptions of their teachers' views of them. The teachers' perceptions of these students were also measured. From the vocational classes of an urban integrated high school, a sample of 91 disadvantaged students (66 males and 25 females) and 71 advantaged students (54 males and 17 females) were randomly selected. The twelve teachers of these students were also involved. Disadvantagement was determined in terms of annual family income (less than $4,000), living quarters (low-rent tenements or subsidized housing), and receipt of state aid or welfare funds. There was a minority composition of over 50 percent Negroes, and Puerto Ricans among the disadvantaged students, and a white majority of 75 percent among the advantaged. An inventory of 40 bipolar traits was given to the students, and the teacher group was given some traits but with instructions to rate each of the students in the sample who were in the instructor's class. It was found that disadvantaged students view themselves similarly to how they believe others look at them, but the teachers actually see them less positively. However, teachers tended to think more highly of advantaged students.

136. Stout, Hugh O. Teaching Proper Racial Attitudes. (Presented at the 1969 NCEA Convention). Catholic High School Quarterly, 27(2): 4-8, July 1969.

Racial Attitudes, Student Attitudes, Changing Attitudes.

137. Strom, Robert D., Ed. The Inner-City Classroom: Teacher Behaviors. Merrill's International Education Series. 1966. 204p. ED 023 712 (Available from Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216).

The following essays make up the contents of this book: (1) John Niemeyer, "Importance of the Inner-City Teacher," (2) Robert Strom, "Teacher Aspiration and Attitude," (3) Robert J. Havighurst, "Overcoming Value Differences," (4) E. Paul Torrance, "Fostering Creative Behavior," (5) Paul Bowman, "Improving the Pupil Self-Concept," (6) A. Harry Passow, "Diminishing Teacher Prejudice," (7) G. Orville Johnson, "Motivating the Slow Learner," (8) Paul Hunt and Elvin Rasof, "Discipline: Function or Task?" and (9) Gene Fusco, "Reaching the Parents." An extensive bibliography is included with the essays.

138. Sundberg, Norman D., And Others. Values of Indian and American Adolescents. Journal of Personality and Social Psychology, 16(3): 374-97, November 1970.

Cross Cultural Studies, Indians, Values, American Culture, Adolescents.

139. Sussman, Earl and Thompson, Glen Robbins. Prejudice as a Function of Intellectual Level and Cultural Information. 1971. 15p. (MF-$0.65; HC-$3.29).

This study was designed to examine factors related to prejudice among fourth grade children from an inner city area of Chicago. A total of 91 children were sampled, 60 from "low-performing" and 31 from "high-performing" fourth grade rooms. Thirty of the low-performing children were assigned to the experimental condition and 30 to the control condition. The basis for grouping subjects (Ss) into "high" and "low" groups were group IQ scores and third grade scores on the Metropolitan Reading Test. The measure of prejudice included several subtests dealing with separate minority groups; it was administered to all groups prior to treatment. Then a two-week

training period was given to the experimental group; this included historical and cultural information about several minority groups. During the two weeks of treatment the experimental group received 30 minutes of this program each school day. Then both groups received the posttest. Statistical analysis revealed that prejudice among these children varied inversely with intelligence, that the treatment program decreased the prejudice of experimental group Ss, that minority children showed a prejudice against themselves, and that the feelings minority children have about themselves were affected by the treatment program.

140. Technology or Tricknology: White Teachers in the Black Community. Social Policy, 1(4): 67-68, November-December 1970.

Race Relations, Negro Attitudes, Teacher Attitudes, Educational Problems, Culure Conflict.

141. Theimer, William C., Jr. Black Urban Students' View of Themselves and Their Counselors. Philadelphia, Pa., Philadelphia School District, Office of Research and Evaluation, 1970. 11p. ED 040 247 (MF-$0.65; HC-$3.29).

Interviews were conducted with 39 junior high school students (whose low attendance records virtually deemed them dropouts) and with 26 parents to determine their perceptions of their school--specifically the building, teachers, course content, methods of instructions, and the school as a whole. Results of these interviews showed that the school and teachers were by and large rated adequate but that some teachers (generally classified as "bad teachers") lacked knowledge of how to deal with students and that course content was often irrelevant and uninteresting. Students expressed a desire for new programs that would help them find jobs and develop a self-identity. Questions on educational and occupational aspirations revealed that graduation from high school and acquisition of semi-professional and professional occupational status was not associated with regular attendance, and that students' occupational aspiration levels were not realistically adjusted to their plans for furthering their education. Students saw lack of needed courses as the greatest obstacle to finishing high school. Data suggests that counselors should spend more time discussing the relevance of school to careers.

142. Thompson, Alvin H. Berkeley's Urban Task Force: A Project to Prepare Secondary Community-Oriented Teachers for the Inner City. Journal of Teacher Education, 21(2): 233-239, Summer 1970.

Community Involvement, Inner City, Racial Attitudes, Slum Schools, Urban Environment.

143. Thompson, Jack M. The Relationship Between Carl Rogers' Helping Relationship Concept and Teacher Behavior. California Journal of Educational Research, 20(4): 151-161, September 1969.

Effective Teaching, Teacher Behavior, Student Teacher Relationship, Interpersonal Relationship.

144. Trachtenburg, David. A Survey of Attitudes Toward Certain Racial Issues. Integrated Education, 8(2): 45-47, March-April 1970.

Racial Attitudes, Student Attitudes, Social Attitudes, High School Students, Suburban Youth; reports a questionnaire study in Middletown, New York, of the racial attitudes and knowledge of a total of 196 ninth and eleventh grade students.

145. Trubowitz, Julius. Changing the Racial Attitudes of Children: The Effects of an Activity Group Program in New York City Schools. Praeger Special Studies in U.S. Economic and Social Development. 1969. 228p. ED 036 567 (Available from Frederick A. Praeger, Publishers, 111 Fourth Avenue, New York, N.Y. 10003. $12.50).

This book describes and evaluates an experiment to overcome fear and misunderstanding between races. The subjects were from four fourth grade and four fifth grade classes from two New York City schools, one predominantly white and the other predominantly black. The experiment consisted of three full-day educational field trips. By controlling the assignment of pupil partners, variations in interracial contact were obtained. Three attitude tests were used to measure the racial attitudes of the pupils in this study: the Attitude Scale, the Social Distance Scale, and the Projective Picture Test. Two rating sheets were designed to determine the pupils' perceptions of the trip experience. Tables of findings and questionnaire forms are included.

146. Tuscaloosa County Board of Education, Ala. Summary of Activities and Evaluation of Western Alabama Cooperative Title IV Project: A Desegregation Program Occasioned by and Relative to Teacher Crossover. 1969. 176p. ED 045 750 (MF-$0.65; HC-$6.58).

The Western Alabama Cooperative Project attempted to develop better self-concepts, communication skills, classroom management techniques, and knowledge of multi-racial educational methods and materials among teachers and educators; the intent was to facilitate school desegregation. The program consisted of lectures and discussion groups. The program was evaluated by questionnaires given before and after, in order to determine changes in attitudes. It is concluded that the project was at least a partial success. Self-concepts improved, especially for black teachers. Where the results are unclear, it appears that administrators made less spectacular gains; however, more lines of communication were opened up.

147. Tuscumbia Public Schools, Alabama. A Program for Solving Problems Pertaining to Classroom Organization and Instructional Program and to Social Skills of Teachers in Desegregated Schools. Technical Report, January 1-December 31,1969. 1969. 138p. ED 045 747 (MF-$0.65; HC-$6.58).

The Northwest Alabama Cooperative Project here reported was oriented toward the reorganization of classrooms to include team teaching and continuous progress, improved subject matter skills, and improved understanding of individuals and individual differences. This project was also concerned with helping participants to improve interpersonal relationships and intra-group skills. The procedures for accomplishing these objectives included five single day institutes, a two-week workshop, a two-day institute, school visits, and material preparation. The project is a cooperative venture of six neighboring school districts in Northwest Alabama assisted by the Auburn University Title IV Center and the University of South Alabama Title IV Center. There were 160 participants in the Project.

148. Tuttle, Thomas C. Actual and Perceived Beliefs of Black and White Students. 1970. 16p. ED 040 222 (MF-$0.65; HC-Not available from EDRS).

In this study 50 black students from an all black liberal arts college in North Carolina and 48 white students from a branch of the University of North Carolina were each asked to respond twice to 30 belief items--once according to the way he felt they should be ranked, and then "as he felt someone of the other race, black or white, would respond." The belief items fell into five categories of social concerns: poverty, race, welfare, employment, and social conflict.

This was administered along with a scale of 12 terminal values developed by Rokeach. Blacks ranked freedom first and equality second; whites ranked freedom first and equality fifth. Blacks ranked a comfortable life fourth, and whites twelfth. The greatest differences between groups existed in the items dealing with employment, race, and poverty, but a far greater difference emerged in the whites' views of blacks and the blacks' view of whites. Significant differences for all five attitudes became evident when the perceived attitudes of the races were compared. Data also showed a significant relationship between values and beliefs, i.e., those who ranked freedom and equality high had more liberal scores than those who ranked freedom high and equality low (Rokeach two-dimensional model was used). Tables with test data and a sample of the measuring instrument are appended.

149. University of South Carolina, Columbia, S.C., School of Education. Special Training Institute on School Desegregation for School Personnel in South Carolina, 1968-1969. [1970] 106 p. ED 045 753 (MF-$0.65; HC-$3.29).

The overall objective of this Institute is to improve the ability of school personnel on all levels to recognize and deal effectively with special problems occasioned by school desegregation. Large group institutes of two to ten days for teachers, administrators, supervisors, and guidance personnel are offered. Local leaders are encouraged to participate in planning, organizing and carrying out these institutes which help educators focus on basic problems of human relations, resource materials, grouping, evaluation, and scheduling. In some cases, extended institutes devoted to specific problem areas may be conducted over several months. School districts are encouraged to take a comprehensive approach to desegregation involving school personnel, the total community, and students. To help districts carry out this task, Leadership Planning Institutes: (1) provide an opportunity for educators of both races to engage in genuine dialogue in order to open an honest exchange of ideas and expressions of feeling which will sensitize the leadership group to problems incident to integration; (2) prepare participants to take an active, leadership role in future institutes for other school personnel in the district; and, (3) prepare local leaders who can work with students and the total community.

150. Venditti, Frederick P. Guidebook for Discussion Leaders for Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High

School Teachers. Knoxville, Tenn., University of Tennessee, College of Education, 1970. 109p. ED 044 463 (MF-$0.65; HC-$6.58).

This booklet is a guidebook for leaders of small group discussions in the Valleybrook Elementary School-Lakemont High School Simulation Game. The game focuses upon typical problems of elementary and secondary schools with heterogeneous (racial and ethnic) student bodies. The information in the guidebook is confined to a brief explanation of the role of the leader of group discussions, some procedural and general suggestions for facilitating participant interaction, a brief discussion of role-playing, and a series of synopses of both filmed and written problems with related questions or suggestions appended. Incident Response Sheets for participants are also included.

151. Venditti, Frederick P. Participant's Handbook for Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High School Teachers. Participant's Workbook... Knoxville, Tenn., University of Tennessee, College of Education, 1970. 106p. ED 044 464 (MF-$0.65; HC-$6.58).

This booklet is a participant's handbook for playing the Valleybrook Elementary School-Lakemont High School Simulation Game. In this game, the participant tries to deal with simulated problems faced in desegregated schools. The participant either plays the role of Terry Patterson, a new fifth grade teacher in Valleybrook Elementary School, or that of Sandy Johnson, new teacher at Lakemont High School. Information presented to the participant in this booklet includes excerpts from faculty handbooks and student cumulative records. Additional information comes from (1) filmed orientation meetings and follow-up role-play sessions with the principals of Valleybrook, Lakemont, or of Valleybrook and Lakemont, (2) the content of the filmed and pencil-and-paper problems themselves, and (3) supplementary written information. A separate workbook of problems for the participant is also included.

152. Venditti, Frederick P. Program Director's Manual for Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High School Teachers. Knoxville, Tenn., University of Tennessee, College of Education, 1970. 137p. ED 044 465 (MF-$0.65; HC-$6.58).

This manual has been prepared for the use of program directors who will assume the overall responsibility for planning and conducting the Valleybrook Elementary School-Lakemont High School Simulation Game. The game is created to give professional school personnel and prospective teachers opportunities to come to grips with typical problems of desegregated elementary and secondary schools. It is designed to pinpoint the most real and urgent problems, to generate intense personal involvement in heuristic problem-solving activities, and to promote meaningful human interaction in multi-cultural groups. In the game itself, majority-white elementary and secondary schools have

been simulated in which players assume the roles of new teachers. The players practice solving typical problems in desegregated schools, which are presented on film, in written incidents, and through role-plays. The manual itself contains a description of the components of the game, instructions for conducting the game, discussion of administrative activities, and problem materials.

153. Vogt, Carol Busch. Why Watts? An American Dilemma Today: Teacher's Manual; Student's Manual. Amherst, Mass., Amherst College, [1967] 46p. ED 041 997 (MF-$0.65; HC-$3.29).

Designed to invite the senior and junior high school student to investigate the immediate and underlying causes of riots and what can be done to prevent them, the student manual of this unit begins with a description of the Watts riots of 1965. The student is encouraged to draw his own conclusions, and to determine the feasibility of a variety of proposed solutions to this problem after consideration of the evidence drawn from a variety of sources, including novels. Ultimately, the student confronts the dilemma that the riots pose for American values and institutions, and is asked to articulate his personal role in meeting this challenge. The suggestions in the accompanying teacher manual are considered not to restrict the teacher, but the goals and interest of each teacher and each class are held to determine the exact use of the materials.

154. Wandt, Edwin. Evaluation of the Institute Program: the Human Relations Role of the Building Administrator. Los Angeles, Calif., California State College, June 1967. 30p. ED 045 746 (MF-$0.65; HC-Not available from EDRS).

This report evaluates the value and success of an Institute Program in human relations for educators and administrators in Los Angeles, California. Specific objectives include: (1) determining the overall value of the Institute to participant administrators; (2) determining the specific strengths and weaknesses of the Summer Institute Program; and, (3) determining the value of the monthly follow-up meetings held during the school year. In this evaluation, the program is treated as a single entity although it was not so conducted. It was assumed that the participants would be the best source of information on the Institute Program, and would be willing to give frank responses. The basic information gathering technique was a questionnaire series distributed during the progress of the program. There are four separate evaluations in all. It is concluded in the overall evaluation report

that a large majority of the participating administrators considered the program a success. Most of the participants reported that they would recommend a similar program to friends, that the Summer Institute was helpful in dealing with human relations problems, and that the program influenced their subsequent behavior. Also, the Summer Institutes were considered somewhat more successful than the monthly meetings during the school year.

155. Wayson, William W. Source of Teacher Satisfaction in Slum Schools. Chicago, Ill., University of Chicago, Midwest Administration, May 1966. [n.p.] ED 012 267 (Available from Midwest Administration Center, University of Chicago, 5835 Kimbark Ave., Chicago, Ill. 60637. $0.25).

To identify the expressed motives and perceptions which differentiate teachers who remain from teachers who leave slum schools, 62 women (42 "stayers" and 20 "leavers") were interviewed. Responses to the questions--(1) what do you think is the main reason you have remained in this school, and (2) what is the most satisfying thing about this school--were classified in ten categories (personal esteem,missionary zeal, professional autonomy, inertia, organizational constraints, group belongingness, accommodating principal, professional appraisal, altruism, and despotism). Both stayers and leavers perceived slum schools and children in much the same way. However, lack of pupil responsiveness was stressed by leavers, while stayers stressed responsiveness to warm personal relationships. Leavers (who were much younger than stayers) held, on the whole, to achievement-oriented goals and narrower definitions of the teacher's role. Implications are: (1) in view of "stayer" dependence on current conditions, changes in educational programs may be better accomplished by altering the work environment than the people involved; (2) administrators should try to raise the status of slum teachers; and, (3) to stabilize slum school staff, the policy of assigning beginning teachers to them should be reconsidered.

156. Weinberg, Meyer. Chronicle of Race and Schools: April-May, 1970. Integrated Education, 8(4): 54-61, July-August 1970.

School Integration, Southern Attitudes, Integration Litigation, Activism, Negro Students.

157. Wells, Twyla Teresa. The Effects of Discrimination upon Motivation and Achievement of Black Children in Urban Ghetto Schools. American Behavioral Scientist, 12(4): 26-33, March-April 1969.

Racial Discrimination, Student Motivation, Academic Achievement, Negro Youth, Negro Attitudes.

158. Willey, Darrell S. Interim Report for an Interdisciplinary Institute for In-Service Training of Teacher and Other School Personnel to Accelerate the School Acceptance of Indian, Negro, and Spanish-Speaking Pupils from the Southwest. University Park, N.M., New Mexico State University, Department of Educational Administration, 1966. 93p. ED 045 740 (MF-$0.65; HC-$3.29).

This Institute involved 40 participants consisting of elementary and secondary teachers and principals, special education teachers, and guidance personnel selected from 35 schools within 23 school systems in five states. Major objectives were: (1) to provide educators with an insight into the social, cultural, political, and economic factors affecting the efficiency of educational programs in operation in multicultural Southwestern communities; and, (2) to develop the ability to analyze and create educational programs better suited for schools with significant numbers of minority group students. The Institute consisted of five series of lectures and small group seminars on various cultures and their respective histories, as well as field experience involving a school-community survey. The report concludes that the second major objective must await assessment until the impact of the Institute on local schools can be described. An interim evaluation of the first objective is held to be promising. Other evidence cited is considered to indicate that the Institute has been most successful in heightening the sensitivity of participants to the problems of educating children from diverse ethnic backgrounds.

159. Willis, Carl T. and Goldberg, Faye J. Correlates of Attitudes Toward Black Militancy Among Black College Students. Research Report No. 13. Atlanta, Ga., Atlanta University; Atlanta, Ga., Morehouse College; and, Knoxville, Tenn., Southeastern Psychological Association, 1969. 12p. ED 035 041 (MF-$0.65; HC-$3.29).

A 23-item militancy scale was administered to 100 black college students. Background information and Rokeach's Terminal Value Scale were also given. Using a multiple regression analysis, several variables emerged as good predictors of militancy for the sample. The best single predictor is racial designation, militants preferring to call themselves "Black," non-militants preferred Negro. The second best predictor is the extent to which "Salvation" is valued. On

an 18-item scale, militants valued salvation 14th while non-militants ranked it 3rd. Occupational preference is the third best predictor, students preferring science or business being less militant. A fourth predictor is father's education, with the father of militants tending to be better educated. Other predictors were rankings on values of national security, a comfortable life, social recognition, and accomplishment. These were all valued more highly by militants. Both groups valued freedom and equality above any other values presented in the Rokeach Value Scale.

160. Winecoff, H. Larry and Kelly, Eugene W., Jr. Problems in School Desegregation: Real or Imaginary? Integrated Education, 9(1): 3-10, January-February, 1971.

School Integration, Human Relations, Race Relations, Teacher Attitudes, Administrator Attitudes.

161. Wisdom, Paul E. and Shaw, Kenneth A. Black Challenge to Higher Education. Educational Record, 50(4): 351-369, Fall 1969.

Negro Students, Relevance (Education), Curriculum Development, Higher Education, Racial Attitudes; in providing for a relevant education experience for black students, proposes steps in four major areas: recruitment (of black students and faculty), curricular reform, compensatory measures, and racial awareness (of administrators and white faculty).

162. Wittmer, Joe and Ferinden, Fred. Perception of School Climate: A Comparison of Black and White Teachers Within the Same Schools. Journal of the Student Personnel Association for Teacher Education, 9(1): 1-7, Fall 1970.

Interpersonal Relationship, Teachers, Racial Differences; this study compares perceptions of the interpersonal school climate as viewed by black and white teachers. Differences do exist between the two groups regarding the teacher versus different type student and on the teacher versus self. No differences exist in perception of the principal or as to how students should learn.

163. Yee, Albert H. Social Interaction in Classrooms: Implications for the Education of Disadvantaged Pupils. Urban Education, 4(3): 203-219, October 1969.

Interpersonal Relationship, Teacher Attitudes, Student Attitudes, Student Teacher Relationship, Attitude Tests.

164. Zansitis, Peter. School Projects that Combat Prejudice: Pupils Exchange Classes for a Day. Instructor, 79(2): 63-64, October 1969.

Student Exchange Programs, Parent School Relationship, Race Relations.